DOCUMENT RESUME

ED 257 977 CE 041 642

AUTHOR Stein, Walter; Drier, Harry
TITLE Organize Guidance Program Development Team. Module CG A-2 of Category A--Guidance Program Planning. Competency-Based Career Guidance Modules.
INSTITUTION American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO ISBN-0-934425-01-9
PUB DATE 85
NOTE 87p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.
AVAILABLE FROM Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Career Guidance; Competence; Competency Based Education; Counselor Training; Evaluation Methods; *Guidance Personnel; *Guidance Programs; *Inservice Education; Interpersonal Relationship; Interprofessional Relationship; Learning Activities; Learning Modules; *Management Teams; Planning; Postsecondary Education; Program Development; Program Improvement; Resources; *Team Training; Teamwork

ABSTRACT

This module is intended to help guidance personnel in a variety of educational and agency settings (1) identify the persons in their organizations who have the necessary characteristics to become successful team members, (2) conduct a team-building session, and (3) outline a plan for using the team in the program development process. The module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. Patterned after the Performance Based Teacher Education Modules developed at the National Center for Research in Vocational Education, the modules teach competencies for planning, supporting, implementing, operating, and evaluating guidance programs. The module follows a standard format that includes the following components: (1) an introduction that gives the user an overview of the purposes and content of the module; (2) a section that provides information about the module goal and a list of the competencies covered in the module; (3) a reading containing information on each of the competencies; (4) learning experiences consisting of an individual activity, individual feedback, and a group activity; (5) evaluation techniques that can be used to measure what workshop participants need prior to training and what they have accomplished through training; and (6) an annotated list of resources. (KC)

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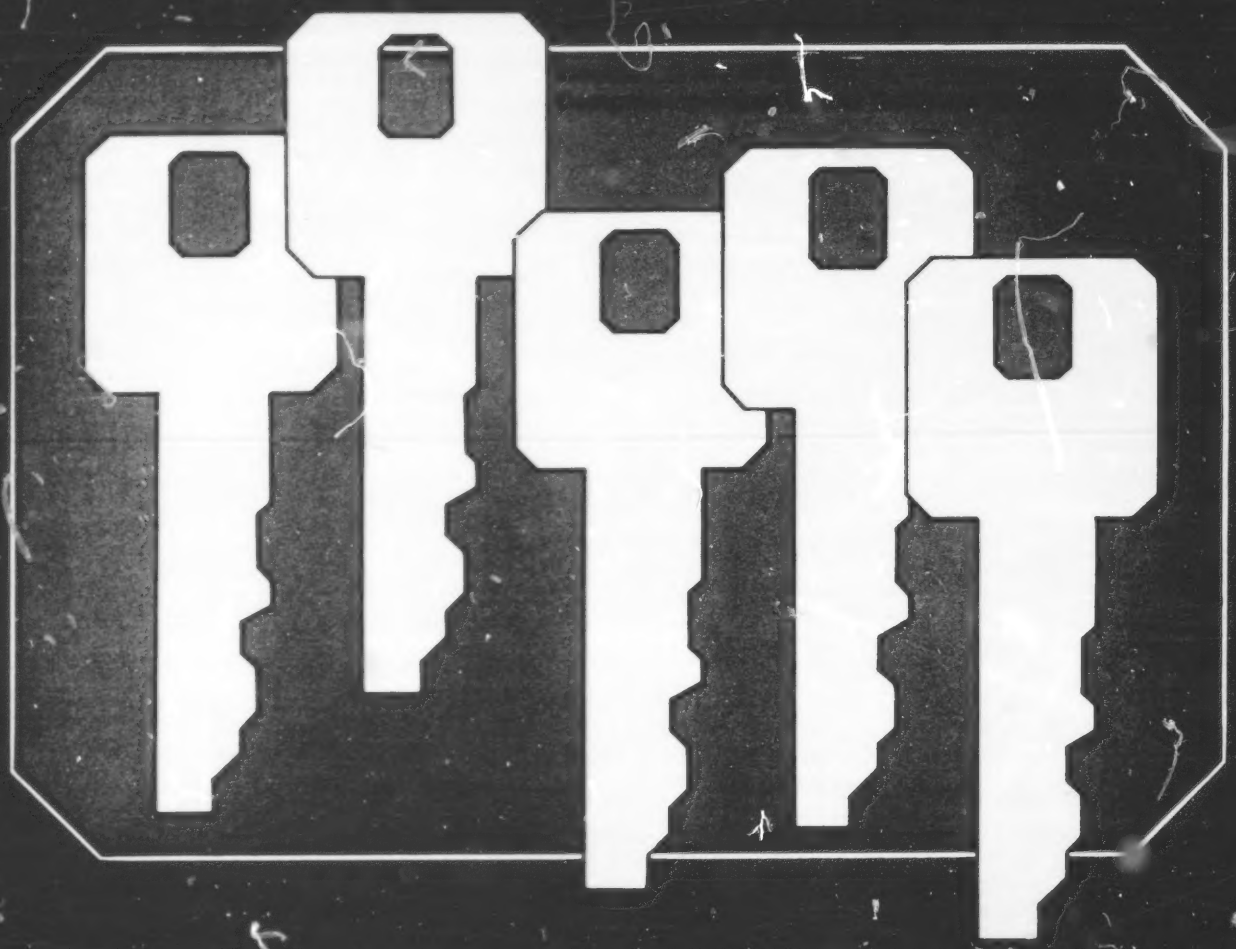
Organize Guidance Program Development Team

MODULE G



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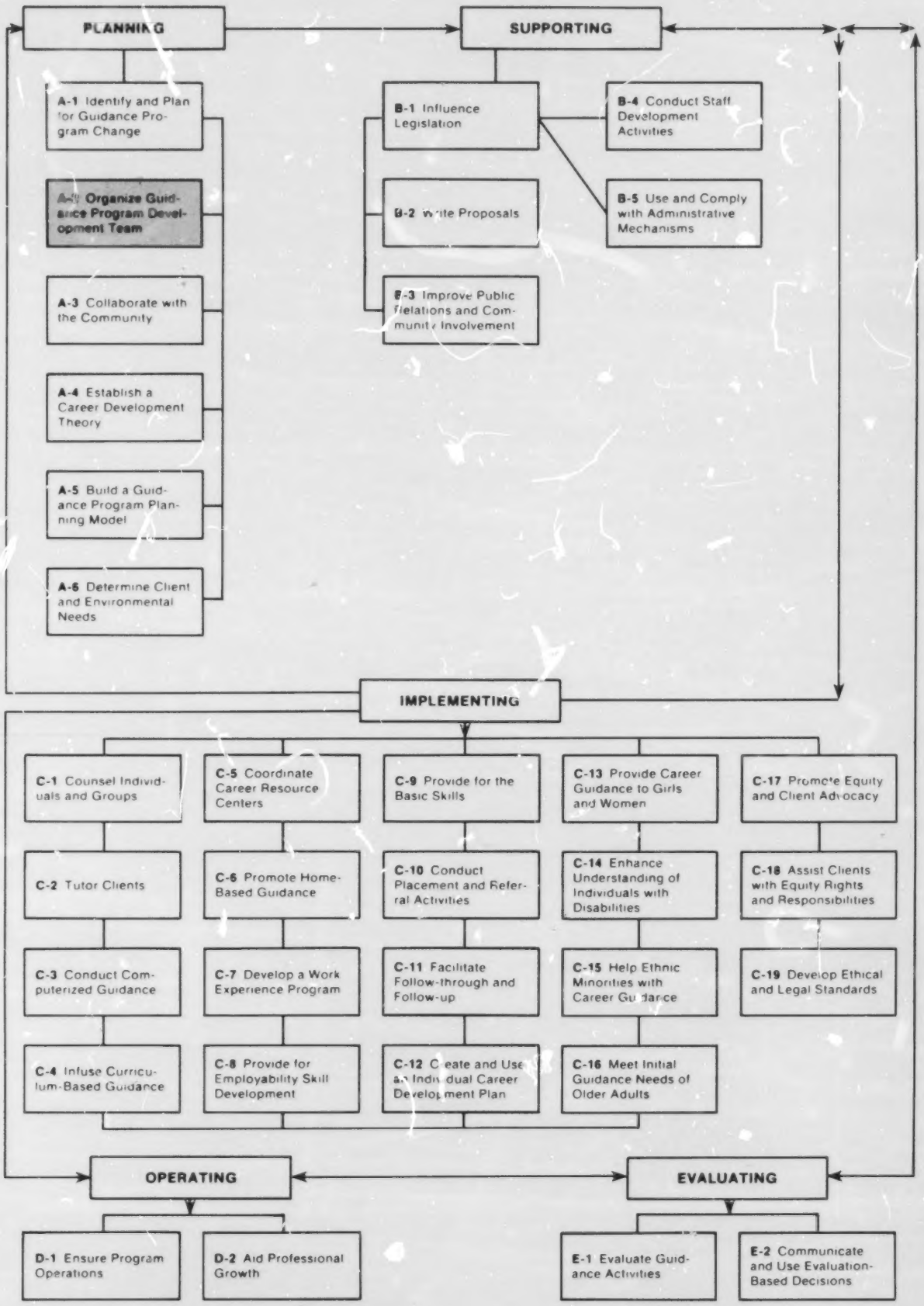
PLANNING
SUPPORTING
A-1 Identify and Plan for Guidance Program Change
A-2 Organize Guidance Program Development Team
A-3 Collaborate with the Community
A-4 Establish a Career Development Theory
A-5 Build a Guidance Program Planning Model
A-6 Determine Client and Environmental Needs
B-1 Influence Legislation
B-2 Write Proposals
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IMPLEMENTING
C-1 Counsel Individuals and Groups
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C-4 Infuse Curriculum-Based Guidance
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C-6 Promote Home-Based Guidance
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EVALUATING
D-1 Ensure Program Operations
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E-2 Communicate and Use Evaluation-Based Decisions

Organize Guidance Program Development Team

MODULE
CG
A-2

Module CG A-2 of Category A — Guidance Program Planning
Competency-Based Career Guidance Modules

by Walter Stein
The National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

Harry Drier
The National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1985

ISBN 0-934425-01-9

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FOREWORD

This counseling and guidance program series is patterned after the Performance-Based Teacher Education modules designed and developed at the National Center for Research in Vocational Education under Federal Number NE-C00-3-77. Because this model has been successfully and enthusiastically recieved nationally and internationally, this series of modules follows the same basic format.

This module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for the planning, supporting, implementing, operating, and evaluating of guidance programs. These modules are addressed to professional and paraprofessional guidance program staff in a wide variety of educational and community settings and agencies.

Each module provides learning experiences that integrate theory and application, each culminates with competency referenced evaluation suggestions. The materials are designed for use by individuals or groups of guidance personnel who are involved in training. Resource persons should be skilled in the guidance program competency being developed and should be thoroughly oriented to the concepts and procedures used in the total training package.

The design of the materials provides considerable flexibility for planning and conducting competency-based preservice and inservice programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities, state departments of education, postsecondary institutions, intermediate educational service agencies, JTPA agencies, employment security agencies, and other community agencies that are responsible for the employment and professional development of guidance personnel.

The competency-based guidance program training packages are products of a research effort by the National Center's Career Development Program Area. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, and refinement of the materials.

National consultants provided substantial writing and review assistance in development of the initial module versions. over 1300 guidance personnel used the materials in early stages of their development and provided feedback to the National Center for revision and refinement. The materials have been or are being used by 57 pilot community implementation sites across the country.

Special recognition for major roles in the direction, development, coordination of development, testing, and revision of these materials and the coordination of pilot implementation sites is extended to the following project staff: Harry N. Drier, Consortium Director; Robert E. Campbell, Linda Pfister, Directors; Robert Bhaerman, Research Specialist; Karen Kimmel Boyle, Fred Williams, Program Associates; and Janie B. Connell, Graduate Research Associate.

Appreciation also is extended to the subcontractors who assisted the National Center in this effort. Drs. Brian Jones and Linda Phillips-Jones of the American Institutes for Research developed the competency base for the total package, managed project evaluation, and developed the modules addressing special needs. Gratitude is expressed to Dr. Norman Gysbers of the University of Missouri-Columbia for his work on the module on individual career development plans. Both of these agencies provided coordination and monitoring assistance for the pilot implementation sites. Appreciation is extended to the American Vocational Association and the American Association for Counseling and Development for their leadership in directing extremely important subcontractors associated with the first phase of this effort.

The National Center is grateful to the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) for sponsorship of three contracts related to this competency-based guidance program training package. In particular, we appreciate the leadership and support offered project staff by David H. Pritchard who served as the project officer for the contracts. We feel the investment of the OVAE in this training package is sound and will have lasting effects in the field of guidance in the years to come.

Robert E. Taylor
Executive Director
National Center for Research
in Vocational Education

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THE OHIO STATE UNIVERSITY
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- Installing educational programs and products.
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- Conducting leadership development and training programs.

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ABOUT THIS MODULE

ORGANIZE GUIDANCE PROGRAM DEVELOPMENT TEAM

Goal

After completing this module, career guidance personnel will be able to (1) identify the persons in their organizations who possess the characteristics needed to become successful team members, (2) conduct a team-building session, and (3) outline a plan for using the team in the program development process.

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Competency 2. Select members of a program development team who are committed to a career guidance program, reflect appropriate backgrounds and strengths, and have strong potential to work collaboratively 8

Competency 3. Conduct an initial team-building session that incorporates openness, trust, collaborative goal setting and decision making, constructive confrontation, negotiations, positive reinforcement, modeling, and feedback 10

Competency 4. Write, in cooperation with team members, a finalized action plan that includes the team's rationale, goals, objectives, general approaches, implementation tasks, roles and responsibilities, time line, and budget 11

Competency 5. Develop and use systematically mechanisms for ongoing communications among team members such as meetings, memos, telephone calls, task forces, newsletters, and for team communication with outside audiences 16

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ABOUT USING THE CBCG MODULES

CBCG Module Organization

The training modules cover the knowledge, skills, and attitudes needed to plan, support, implement, operate, and evaluate a comprehensive career guidance program. They are designed to provide career guidance program implementers with a systematic means to improve their career guidance programs. They are competency-based and contain specific information that is intended to assist users to develop at least part of the critical competencies necessary for overall program improvement.

These modules provide information and learning activities that are useful for both school-based and nonschool-based career guidance programs.

The modules are divided into five categories.

The GUIDANCE PROGRAM PLANNING category assists guidance personnel in outlining in advance what is to be done.

The SUPPORTING category assists personnel in knowing how to provide resources or means that make it possible for planned program activities to occur.

The IMPLEMENTING category suggests how to conduct, accomplish, or carry out selected career guidance program activities.

The OPERATING category provides information on how to continue the program on a day-to-day basis once it has been initiated.

The EVALUATING category assists guidance personnel in judging the quality and impact of the program and either making appropriate modifications based on findings or making decisions to terminate it.

Module Format

A standard format is used in all of the program's competency-based modules. Each module contains (1) an introduction, (2) a module focus, (3) a reading, (4) learning experiences, (5) evaluation techniques, and (6) resources.

Introduction. The introduction gives you, the module user, an overview of the purpose and content of the module. It provides enough information for you to determine if the module addresses an area in which you need more competence.

About This Module. This section presents the following information:

Module Goal: A statement of what one can accomplish by completing the module.

Competencies: A listing of the competency statements that relate to the module's area of concern. These statements represent the competencies thought to be **most critical** in terms of difficulty for inexperienced implementers, and they are **not** an exhaustive list.

This section also serves as the table of contents for the reading and learning experiences.

Reading. Each module contains a section in which cognitive information on each one of the competencies is presented.

1. Use it as a textbook by starting at the first page and reading through until the end. You could then complete the learning experiences that relate to specific competencies. This approach is good if you would like to give an overview of some competencies and a more in-depth study of others.
2. Turn directly to the learning experiences(s) that relate to the needed competency (competencies). Within each learning experience a reading is listed. This approach allows for a more experiential approach prior to the reading activity.

Learning Experiences. The learning experiences are designed to help users in the achievement of specific learning objectives. One learning experience exists for each competency (or a cluster of like competencies), and each learning experience is designed to stand on its own. Each learning experience is preceded by an overview sheet which describes what is to be covered in the learning experience.

Within the body of the learning experience, the following components appear.

Individual Activity: This is an activity which a person can complete without any outside assistance. All of the information needed for its completion is contained in the module.

Individual Feedback: After each individual activity there is a feedback section. This is to provide users with immediate feedback or evaluation regarding their progress before continuing. The concept of feedback is also intended with the group activities, but it is built right into the activity and does not appear as a separate section.

Group Activity: This activity is designed to be facilitated by a trainer, within a group training session.

The group activity is formatted along the lines of a facilitator's outline. The outline details suggested activities and information for you to use. A blend of presentation and "hands-on" participant activities such as games and role playing is included. A Notes column appears on each page of the facilitator's outline. This space is provided so trainers can add their own comments and suggestions to the cues that are provided.

Following the outline is a list of materials that will be needed by workshop facilitator. This section can serve as a duplication master for mimeographed handouts or transparencies you may want to prepare.

Evaluation Techniques. This section of each module contains information and instruments that can be used to measure what workshop participants need prior to training and what they have accomplished as a result of training. Included in this section are a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. The latter contains a set of performance indicators which are designed to determine the degree of success the participants had with the activity.

References. All major sources that were used to develop the module are listed in this section. Also, major materials resources that relate to the competencies presented in the module are described and characterized.

INTRODUCTION

Team building is one strategy to effect planned change in an organization through planned group action. You can look at team building as a way of solving a problem and/or completing a set of tasks through **cooperative**, planned effort by a group of people. As you will see, later in this module, team planning takes place over time and is altered by the experience of trying out the plan, finding out its inadequacies, and finally implementing it at an acceptable level of performance.

Through the creative use of many minds in an atmosphere of trust and openness, your career guidance program development team can function as a highly effective means of planning in the career guidance program. Many of the guidance skills that you already possess can help you make your program's development team successful. Skills such as listening, reflecting, maintaining an open mind, seeing options and keeping them open, and recognizing realistic and unrealistic expectations are all valuable in working with the program development team.

In working with this module you will become familiar with the competencies needed to build a **program development team** and gain the skills to build your own team. You will be addressing only the most critical competencies for team building. Just as you have needed practice to become a career guidance program manager, you will need to practice the team building skills you learn through this module to become truly effective in using the program development team to help plan, carry out, and revise your program.

Determining the Rationale for Teaming

Competency 1 — Describe the advantages and disadvantages of team efforts and state rationale for using a team in the program development process.

A career guidance team, with broad community representation, has many advantages over its alternative--one person or a few agency individuals in an office making decisions that will almost invariably affect others in the setting. Some **advantages** of teaming are--

- the team members provide **support** to the career guidance program development team leader and to each other;
- individuals are often more **motivated** when working as a team;
- the team leader and others have **realistic** expectations;
- through cooperative planning a variety of **priorities** are examined;
- the team is a means of **resolving differences**;
- **minimum threat** is presented to participants;
- **creative problem solving**, decision making, and implementation can occur; and
- each individual brings **special skills** and knowledge to the team.

Since we all know that "there is no such thing as a free lunch," you must be asking, "What are the costs?" Actually, the cost of a career guidance team effort is not very great. Primarily, you need to provide some **facilitating conditions** such as--

- providing appropriate **time and resources** for the team to work;
- promoting **trust** among the team members and the change agent;
- sharing **power** with the group;
- confronting honestly the **differences** of team members;
- involving **all** affected groups;
- communicating **openly** with all team members;
- planning **cooperatively**;
- providing **feedback**;
- recognizing each individual's **contributions**;
- giving appropriate **credit** for those contributions;
- clarifying the **responsibilities** of team members; and
- setting appropriate **goals**.

All of the conditions described above should be met in order to have a truly effective and successful team effort. Having the appropriate team members makes it easier to meet these conditions which will result in a very effective means for keeping your guidance program constantly updated.

Selecting Team Members

Competency 2

Select members of a program development team who are committed to a career guidance program, reflect appropriate background and strengths, and have strong potential to work collaboratively.

Once you have decided that a career guidance program development team is the best way to plan your program, you need to consider the types of people who will be team members. A description of some of the concerns you should consider when selecting team members follows.

Population of Team

A **broad constituency** base should be represented on the career guidance program development team. Even though this base will be individualized for each setting, the key types of groups you might contact are listed below.

1. Administrators in your setting
2. Staff (guidance and training) in your setting
3. Clients in your setting
4. Advisory groups if established
5. Civic organizations
6. Educational agencies
7. Business and industry
8. Religious groups
9. Government agencies
10. Labor groups
11. Community social service agencies

Who Are the "Gatekeepers"?

There are some individuals who can **block or support** you with their influence on other group members. These are the "gatekeepers" or opinion makers. Know who they are, and if they are sympathetic to your efforts, make it a point to involve them as team members. They will have influence over others in their immediate group and can quickly generate support (or opposition) for the program. If the gatekeepers are antagonistic to the program, at least invite them to serve on the team. This strategy has two advantages. First, it prevents them from feeling excluded and working against the team and the program. Second, if your team has the facilitating conditions listed earlier, and if you are really working on improving the career guidance program, the negative gatekeepers may well change their attitudes and become your supporters as a result of their involvement.

As you develop a career guidance program in your setting and desire to work cooperatively with career guidance programs in other settings, be aware that each of these groups will have its own gatekeepers. You cannot always tell by looking, who the gatekeepers are. Try to find out who these opinion makers and informal leaders are. After a few inquiries, you will find one or two names mentioned frequently. You have now identified a gatekeeper as a potential team member.

Remember

There are gatekeepers in every group with which your career guidance program is involved. Such groups include--

- community in general,
- employers and their organizations,
- labor and its organizations,
- program participants,
- administrators, and
- other staff members within the setting.

Does the Person Have Time to Serve?

Time is the most important factor to consider. Even if you have identified a gatekeeper who is vital to your team, does the person have the time to serve? Can you arrange matters so that the person is relieved of some other duties to make the time available? Is there some trade-off, such as meeting over lunch or dinner (possibly paid for by the program's budget) that will make time available? If people feel pressured for time, it is difficult for them to be creative problem solvers.

Remember

- Try to arrange for enough free time for team members to work together.

Is the Person Committed?

Commitment to the concept of career guidance programming and to working with the team is needed. You must be sure that potential members have an **understanding** of what a career guidance program is designed to achieve, and that they agree the program is important within your setting.

Also, the potential members need to know what being on the career guidance program development team means in terms of time, roles, responsibilities, and probable results. They have to commit themselves to taking on the responsibility prior to being selected for the team. It could be difficult to gain this commitment at a later time.

Remember

- Explain clearly the task of the team.
- Try to gain commitment by describing the expected results.

Can the Prospective Member Work in a Group?

Other important considerations in choosing your team are the skills of the members in group work and their compatibility with each other. Some of the group work skills your members will need are--to accept responsibility for their fair share of the work, to be willing to share their ideas, to help others crystallize their ideas, and to be willing to modify their own ideas to fit group plans. In addition, compatibility among the team members is an important consideration. Members must be willing and able to work together. You should be aware of old conflicts among the people you choose. Try to be sure that your group members will be comfortable and open with each other when working together. You do not need old feuds working against the team spirit you are trying to build. Instead, you need persons who will help the group process to take place, while still being honest with each other.

Remember

- Look for skills in group work in the people you choose.
- Guard against old conflicts.
- Look for compatible people.
- Look for people who can help the group process to take place.

One last caution in choosing team members. Try to have all concerned groups represented but **do not** make the team too large. Most experts say that five to eight people are probably best for scheduling and encouraging the **whole** team to participate. The amount of work and the time available (including possible deadlines) are two important factors that will help to determine the size of the team.

Remember

- Recruit enough people to get the job done.
- Do not make the team too big and unwieldly.

Competency 3

Conduct a initial team-building session that incorporates openness, trust, collaborative goal setting and decision making, constructive confrontation, negotiations, positive reinforcement, modeling, and feedback.

Having selected your team, your next step is to get them to work as a team. One way to facilitate team growth is to promote open, two-way **communication**. There are a number of strategies for accomplishing this aim. One source of practical exercises which develop those concepts is a set of six books entitled *Structured Experiences for Human Relations Training* (Jones and Pfeifer 1974). Learning Experience 3 within this module will familiarize you with two such exercises and will demonstrate the need for two-way communication. If you need them, there are many other exercises explained in the above reference which are designed to build trust, to give the team a chance to practice negotiation without threat, and generally to work toward a climate that will enable the team to work collaboratively and to function effectively.

A Model

A team-building model that you may wish to adopt or adapt is summarized below (Beckhart 1969).

I. **Activity**--a 1 or 2 day team meeting to take place away from the usual workplace if possible

II. **Timing**--as soon as possible after the team has been formed--usually a week or two later

III. **Format**--may vary, a workshop with presentations, exercises, and recreation is good

IV. **Components**

A. Opening warm-up activity

B. Statement of purpose, goals, objectives, tasks, and time line or meeting

C. Discussion and clarification of B above

D. Discussion and clarification of members' roles and responsibilities in the organization and aspirations for the team

E. What rewards if any can be expected

F. Explanation of a plan for organization and ground rules

G. Discussion of members' responsibilities and authority as team members

H. Developing means of communication to be used by the team in the future, such as memos, meetings, telephone chains, and newsletters

I. Plans for a follow-up meeting(s)

By getting the group together early and allowing the members to get to know each other and you, they will develop a sense of "teamship." A simple warm-up activity can effectively develop cohesiveness in the group. One such activity would be to have group members interview people they do not know and then introduce them to the rest of the group.

Once you know something about the others in the room you begin to develop a sense of openness. Remember that team building is not a one time process, but requires continual work so that members can develop trust and openness with each other.

Remember

- Build trust and two-way communication.

Making an Action Plan

Competency 4

Write, in cooperation with team members, a finalized action plan that includes the team's rationale, goals, objectives, general approaches, implementation tasks, roles and responsibilities, time line, and budget.

Now that you have a group that is working as a team, it is time to devise an action plan. The action plan is a well-thought-out **description** of what the career guidance program development team wants to see achieved in the career guidance program for the coming year(s). The plan should contain all of the steps involved in planning, supporting, implementing, operating, and evaluating a career guidance program. A sufficient amount of time should be spent by the team developing the first draft of the plan so that it will reflect the thinking of those who will direct the program. The module CG A-5, *Build a Guidance Program Planning Model* suggests an overall planning model for the career guidance program. One of the initial planning steps is to conduct a client and environmental needs assessment. Assessment techniques, strategies, and procedures are discussed in the module titled CG A-6, *Determine Client and Environmental Needs*. The needs assessment results will provide **additional direction** to the development and implementation strategies that need to be considered. Remember that the action plan is revised on an ongoing basis throughout the life of the career guidance program.

A model that can guide the planning undertaken by a program development team is an **action research model**. Action research is more practically oriented than it is "research." Figure 1 shows an example of an action research model.

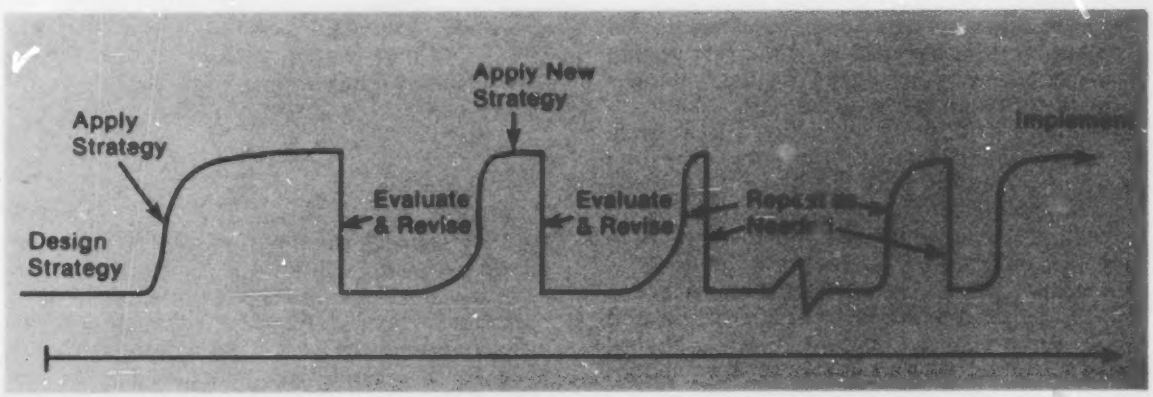

Figure 1. Action Research Model

This model shows that each new step in the planning process is based on **evaluated experience** to revise the present plan until the strategy works at an acceptable level of performance or action. A word of caution! Since action research is designed for a specific situation, the results cannot be counted upon to work in other situations.

Evaluation procedures discussed in other modules are relevant in evaluating the strategy as called

for in the model in figure 1. Please refer to the modules CG E-2, *Communicate and Use Evaluation-Based Decisions* and CG A-5, *Build a Model Guidance Program Planning Model*. If your objectives are stated behaviorally, you will have an acceptable basis for evaluating and revising the strategy.

With this brief description of action research, its uses, and limitations, it is time to see how you can use it. Your team has discovered some needs and decided upon priorities. You are now ready to devise a strategy to be tested by action research.

Let us say that your needs assessment led the team to conclude that a high priority need was to make your present career information file more accessible, more interesting, and to expand the amount of available information, and the ways to present and use it. You have limited funding available for this purpose and you also have some unused space available. In addition, some audiovisual equipment can be borrowed from the agency or friends in the community.

Your team decides that a career resource center is a good strategy because you have space to use to expand the information and to display it more interestingly. You can use a projector in your newly found space. Some shelves and tables and chairs can also be installed. You give your center a trial run over a period of time, but it seems that there are some problems. Observation shows that the projector keeps getting broken and nothing is returned to the proper place, so new visitors to the center cannot find information you know is there. In addition, people do not stay very long but you do not know why.

An evaluation shows that you need someone to supervise the center and keep the materials in their proper place. The person should also be able to operate the audiovisual equipment and show others how to operate it. An interview shows that the chairs are uncomfortable so that people just look at your materials and wander off. Now the team has the basis for the first corrective action. The team recommends and the administration approves hiring a paraprofessional with skills in using audiovisual equipment to run the center. Some comfortable furniture also is purchased with available funds.

After 3 months, client use which had started to increase because of the changes has dropped off again. Evaluation this time shows that Dale, the paraprofessional, is an unpleasant person and is more interested in keeping things neat than in helping users find information. Obviously, it is time for a second change. A change here may lead to other problems such as the need for human relations training and job clarification for Dale, who as a result, becomes more relaxed and helpful to visitors. Now the career resource center is used so much that Dale needs a second person to help during peak times, which leads to even greater use and thus the center needs more space, which leads to problems of a new location and so on.

This little scenario demonstrates how action research could work, why it is situation specific, and how even the best plans almost always need revision after the change is tested or implemented.

Having seen a hypothetical application of action research, we can present a planning model. One model you can use has the following components:

- Rationale
- Goals and objectives
- General approach
- Implementation tasks
- Roles and responsibilities
- Timetable and/or time line
- Budget
- Evaluation

Figure 2 shows a sample form for developing an action plan. It is filled out, using the career resource center scenario presented earlier. Please note that the tasks outlined are not in chronological order and that they are interrelated. For example, you would want to study the funding available before planning facilities, hiring and scheduling personnel, and furnishing the center; however, these are implementation tasks and are listed under that objective. Of course, completion of **all** tasks that require funding must await your obtaining the funds, but team members' roles and responsibilities should be agreed upon at the onset. In this way many planning tasks can be carried out and reviewed early. This will make the various subteams' funding and implementation tasks easier to perform. The time line for accomp-

Action to be Taken—Implement a Career Resource Center

Rationale	Goals	Objectives	General Approach	Tasks	Responsibilities	Timetable	Budget	Evaluation
Meet participants career information needs better	Make career information more accessible and interesting	• Implementation of the career resource center will result in a 30% greater use of career information media by participants over a 3-month period	Implement a career resource center, using last 20 feet of a dead end corridor, and furnish it using presently available equipment	• Present rationale for center to administration • Gain administrative approval for center concept • Plan facilities • Hire paraprofessional • Schedule personnel • Furnish center	• Team leader • Team leader • Full team • Team leader • Team leader • Subteam and paraprofessional	Oct 1 to Jan. 15	$4 per hour	(By subteam and administration) – Did center result in 30% greater use of information over 3 months?
		• Participants using the center, when polled, will express greater satisfaction with and interest in career information	Questionnaire	• Design questionnaire • Devise distribution and collection procedures • Analyze results • Propose revisions to center if needed	• Subteam • Subteam • Subteam • Subteam	Feb. 1 to April 30	$10	– Are participants more satisfied when polled?
	Expand the amount of information available to participants	• Guidance staff will increase printed and multimedia career information over a 3-month period using additional organization funds	Write proposal to administration	• Study funding available • Select proposal writers from program development team • Decide on new materials • Write proposal • Receive funds • Purchase materials	• Subteam • Full team • Team leader and team • Subteam • Subteam • Program • Team leader and business office	Oct. 15 to Dec. 30		– Was proposal accepted? – Funded – Did staff increase career information by 20% – Decision— No go Continue Revise Phase out

Figure 2. Action Planning Form

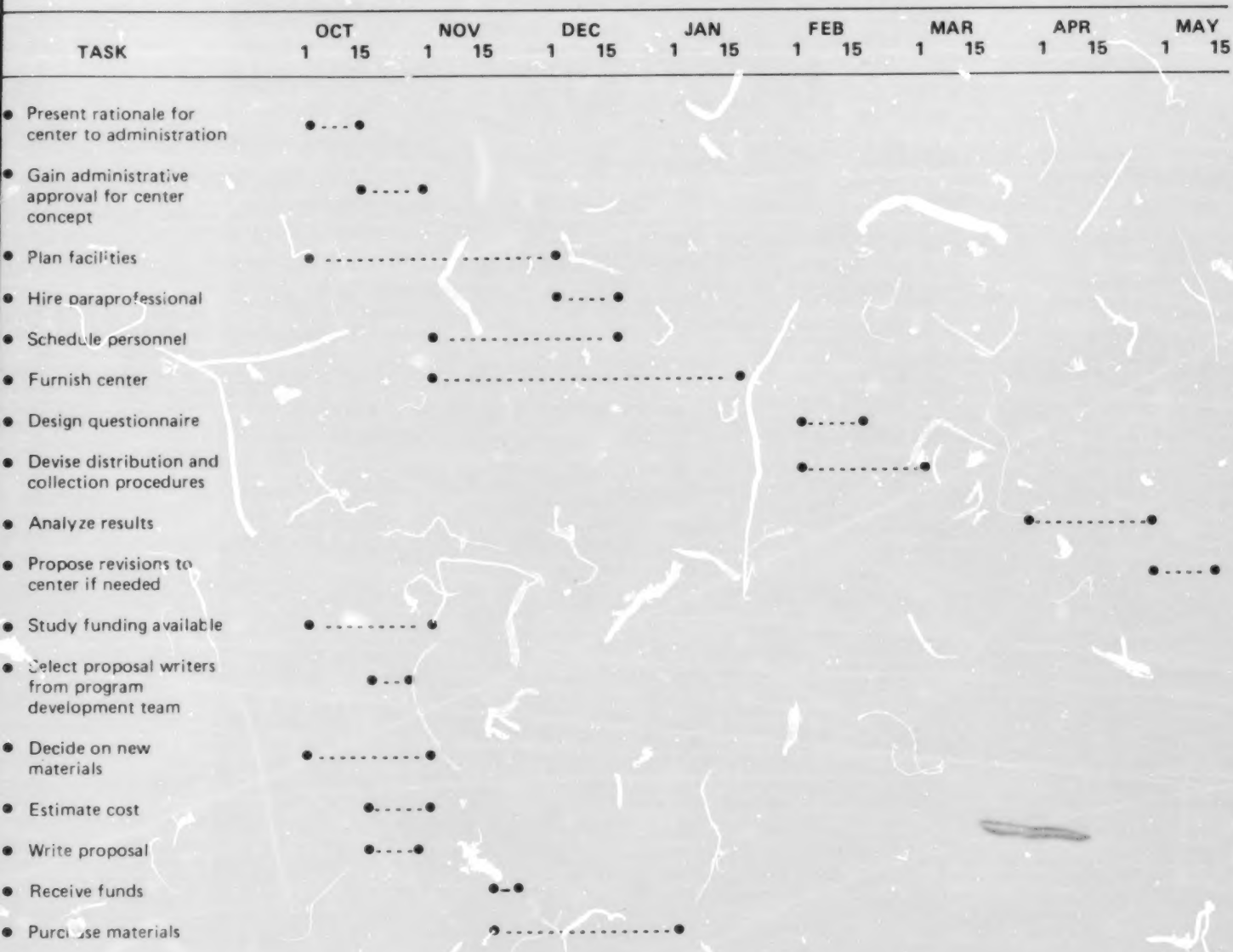

Figure 3. Time line

listing the implementation tasks is illustrated in figure 3.

Having devised an action plan, we can now put it into effect. Remember the action research model (figure 1). We are now only at the beginning of the first curve--as shown below in figure 4.

You see that we may have to develop, evaluate (how close did we come to meeting the objectives), and revise several action plans before we succeed in operating our career resource center at an acceptable level of performance. Also, as the scenario presented earlier shows, each change will bring other, new problems to light and these will need to be solved by new plans. Thus, action planning and action research should be an ongoing process.

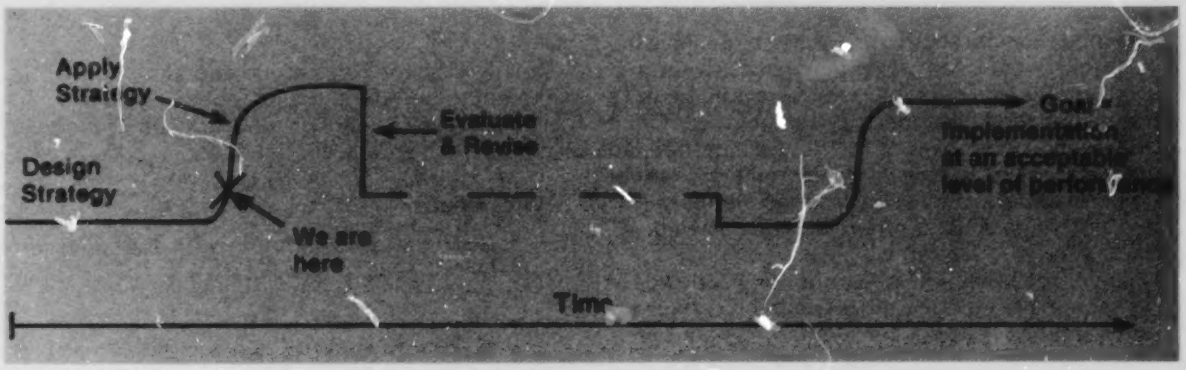

Figure 4. Action research model (partial view)

To evaluate plans through experience, we need some previously established **criteria** to know when the planned strategy is operating at an acceptable level of performance. The module CG E-2, *Communicate and Use Evaluation-Based Decisions* should help you in this effort. Stating objectives in behavioral terms will help to establish the criteria for success of the strategy, as shown in the sample criteria for the career resource center in figure 2.

Remember

- Action research is practically oriented.
- New action plans are based on reassessed needs.
- Action plans must be revised after each new need and corrective action is decided upon.
- Revisions to the plan should be based upon a realistic evaluation.
- A written action plan is desirable so that everyone knows what is happening.
- Tasks are often interrelated.
- People with special skills may be needed to implement the action plan.
- An action plan consists of the following--
  - --Rationale--Why do it?
  - --Goals--What is to be done?
  - --Objectives--How you will know when it is done?
  - --General Approach--How will you do it?
  - --Tasks--What are the jobs involved?
  - --Responsibilities--Who will do what?
  - --Timetable or Time Line--When will it be done?
  - --Budget--What will it cost?

- Action planning is an ongoing process.
- An action plan clearly specifies criteria for success.

As you can see from the action plan presented in figure 2, assigning **roles and responsibilities** for carrying out the plan depends upon the tasks involved in the plan. You do not need to, nor should you, involve only members of the career guidance program team in the full or partial implementation of the action plan. Task forces or similar type work groups with members of the team heading them up should be formed to achieve the required work. The important consideration is that you select persons who have the skills to carry out their assigned responsibilities. Once the team has decided upon the tasks associated with a goal in the plan, it determines whether team members should be responsible for carrying out the tasks or if others can be involved.

Besides responsibility for conducting activities in the action plan there is the responsibility for **team maintenance**. People are needed to plan meetings, including time, place, agenda, activitities, and refreshments. Others are needed to set up and keep open lines of communication both within the team and with the public with whom the team deals. You may want different team members to organize and carry out these activities to keep up the team's morale, enthusiasm, or **esprit de corps**.

As team leader, you have four clear options--appoint people to take these responsibilities, have the team select them based on team members' knowledge of each other's skills and talents, ask for volunteers to do the necessary jobs, or recruit new people who have the skills necessary to do the job and who are willing to take the time to do it.

In any case, you cannot and should not assume all work responsibilities. A guiding principle in this phase of team development will be to spread out the responsibilities that will keep team members active and interested and keep you sane. And, the team will work as a team.

You may assign roles and responsibilities, but in the end, how well those responsibilities are carried out will reflect on you and on the career guidance program.

Remember:

- Recruit team members with the skills the team needs.
- Identify options for the team, but do not present "cut-and-dried" solutions that prevent team members from discussing alternatives.
- Promote involvement and interest of team members by assigning responsibilities within the team, and be sure that the members can and will discharge those responsibilities.
- "The buck stops" with you.

Developing Communications

Competency 5

Develop and use systematically mechanisms for ongoing communications among team members such as meetings, memos, telephone calls, task forces, newsletters, and for team communication with outside audiences.

As with roles and responsibilities, two levels of communication must be established for the team:

1. Within the team
2. Between the team and its audiences

The first level is relatively straightforward. Within the team, communication involves keeping each

other **informed**. Meetings, memos, oral and written reports, and telephone calls come readily to mind. For rapid transfer of information you or your team may want to develop a telephone tree, in which the originator calls two other people to transmit a message, who then call two others, etc.

Of course this communication is only as good as your team's commitment to its work and to keeping lines of communication open. But look at the dividends it pays. For almost everyone, only two calls are necessary.

Hints:

- Keep messages simple and factual, or they will be garbled and misunderstood.
- Ask team members to write the message and then check its accuracy with the caller.

If you break down into subteams and task forces to perform specific tasks, communication about the task at hand will be easier. In general, fewer people will need to be involved in the communication process. If people are "turned on" about the task, communication will almost certainly take place easily.

Another strategy that can be used is a periodic **newsletter**. This may be a regularly scheduled newsletter, or it may be published when the need arises or when there is enough information of interest to the team to make a publication worthwhile. **Caution**: Do not publish trivia, or your efforts will end up unread, in the wastebasket. Also, keep it light and easy-to-read if possible, and **do not** use jargon. If these cautions are observed, you also can use the same or a similar communication piece for the public, thus getting a double payoff from your efforts.

One further word about communication: **openness** of discussion depends upon trust among the members of your team. They must be convinced of the value of their efforts and be committed to the goals of the team. You can do a lot to promote trust by the example you set in team discussions and meetings. If you conscientiously build trust, set a good example, listen to your team members, try to implement their suggestions, and set up non-threatening forums for discussion, you will probably attain that open communication among team members that is necessary for the successful functioning of the guidance program development team.

In designing strategies for communicating with the public, you will want to refer to the module CG B-3, *Improve Public Relations and Community Involvement*. Some strategies you may want to consider in working with the public are--

- newsletters from the program to the public;
- public meetings;
- "coffees" for special groups;
- short questionnaires or mail-back coupons on which members of the public can express their opinions on issues of importance to the team;
- news releases to local papers;
- public service radio or television spots;
- fliers to participants;
- appearances at public meetings such as service clubs, PTAs, neighborhood associations, and churches;
- descriptive brochures about your program and its services to participants;
- career or job fairs;
- open houses; and
- plain old word of mouth with friends or opinion makers wherever you find them, such as at parties, on the street corner, and over dinner or lunch.

Do not rely on only one strategy. It gets old and loses its effect. Use as many as possible, and vary your approaches. Selection of an appropriate communication strategy involves taking into account the **relative costs** associated with conveying the desired program information. Let us say that you have determined that the information you wish to communicate could be disseminated best through a public meeting. Public meetings can be used as an effective method of conveying information in one of two ways: (1) a special meeting that will deal only with your specific topic or (2) a special presentation at a meeting called for another purpose.

Each approach has its own advantages and disadvantages. Obviously, the costs associated with

the special meeting will be greater than those associated with the special presentation. In the first approach, costs will be greater because of costs associated with increased planning time as well as costs associated with obtaining a meeting room, refreshments, and publicizing the meeting. The greatest advantage to the special meeting is that a captive audience is assured. If the amount of information to be communicated at a public meeting is limited, it may be desirable to opt for the special presentation at a previously planned meeting, thereby holding costs to a minimum. The major disadvantage with this approach is, of course, that the audience is assembled for a purpose other than your own.

Choosing the most appropriate means for communicating the desired information, however, involves looking beyond the initial gut level reaction to what associated costs might be based on the medium compared with how a particular communication piece reaches its **target audience**. For example, on first consideration, it may appear that a public service radio announcement would be more costly to implement than communicating the same information through direct mail. Assuming that the direct mail option is initially selected, several unanticipated problems may emerge. For example, the intended target groups of the communique are very diverse. Development of a mailing list turns out to be no easy task. Furthermore, the written announcement lacks the impact that could have been achieved through a more personalized approach. Upon further discussion, the program development team discovers that free-lance help in developing a quality audiotape is available at no additional cost to the program. Direct costs to the program for producing the tape are limited to the purchase of a high-quality blank tape and the mailing of the tape to the public broadcasting station. Thus, in this instance, the second alternative turns out to be more cost-effective upon closer consideration of each potential communication strategy.

Remember:

- There are two levels of communication needed by the team--communication with each other and communication with the public.
- Keep lines of communication open using a variety of means such as meetings, memos, telephone trees, newsletters, and others.
- Involve others and pick them for their ability to communicate.
- Set an example of trust, openness, and listening to promote communication within the team.
- Use a variety of approaches to communicate with the public.
- Communicate **important** information.
- Consider the relative costs involved in selecting the best approach.

Keeping the Team Going

Competency 6

Identify, select, and implement strategies to support ongoing team enthusiasm and cohesiveness such as public recognition and social and recreational activities.

It would be a highly unusual group that could stay motivated to work and constantly alter plans over a long period of time. The team members will need stimulation and reinforcement from you, each other, the administration, and the public. This can and should be planned early in the team's activities.

Internal reinforcement can be provided by activities that are either a part of or separate from team

tasks. For example, a luncheon meeting among members can be scheduled to accomplish team objectives, or it can be a social activity that fosters personal relationships. It will probably be more effective in its reinforcement value if team members are "guests" for the meal.

Other activities might be--

- social times before or after meetings,
- picnics,
- bowling parties,
- parties at someone's home or a restaurant,
- some kind of ongoing tournament based on common interests, and
- attending sporting or cultural events together.

If you try, you and the team members can find activities to enjoy together to build team spirit and cohesiveness.

On a less social level, you may want to post a chart like those used in community chest drives showing your team's goal(s) and how far the team has progressed toward the goal. This type of chart serves the double purpose of being a progress monitoring mechanism for you and the team as well as building team enthusiasm for reaching the goal on time. Success in meeting one goal will be a great reinforcement for the group to reach future goals. Also, do not forget notes of appreciation for a job well done!

Gaining recognition and reinforcement **from the public** is also important and necessary. All of the means listed in the section on communicating with the public (Competency 5) are useful here.

With some effort on your part and plain awareness of opportunities, many ways of finding reinforcement and support for the team can be found. In almost any community there are organizations that are willing to honor service to others if they consider that service worthwhile and well performed. You and your team have to convince such organizations of the value of the team's efforts. Figure 5 shows a sample list of easily identified groups and the rationale for approaching them.

Group	Rationale
Chambers of commerce	you contribute to the work force
Unions	you contribute members
Churches	you have common goals
YM/YW groups	you have common goals
Trade associations	you may contribute members
PTA's/PTO's	you have common goals
Professional associations and clubs	you may have common goals or contribute members
Service clubs, e.g., Grange, Lions, Rotary	you may have common goals or contribute members
Student groups	you serve or served these groups
Law enforcement groups	you make their job easier
Media, e.g., newspapers, radio, TV	if you are doing something you are newsworthy

Figure 5. Some Groups that Provide Public Recognition

Use as many of the above groups as you can. Some groups may want to enter into an ongoing recognition effort if they think your service is really valuable.

Remember

- Your team needs reinforcement to keep up its enthusiasm.
- Use internal reinforcers such as social and recreational activities.
- Use charts, graphs, and notes to help reinforce progress.
- Use public functions and community organizations to gain recognition for the team.
- Use the mass communication media whenever possible to gain recognition.
- You will have to keep working to maintain enthusiasm, so keep up these contacts.

Case Study

The West Plains School District was funded by the state last year for the first time to employ a guidance counselor for grades 7 through 12. After community needs were assessed a year and a half ago, the school superintendent, Dr. Hayes, and the secondary school principal, Dan Williams, decided that the best use of available funds would be to employ a career guidance program director. Two reasons were given:

1. Such a person on the staff might better qualify the school district for additional career guidance program funds.
2. Only about 40 percent of West Plains' students went on at the students to college during the past 5 years. The remaining 60 percent were receiving almost no guidance in developing their postsecondary plans.

Marilyn Sanders, who had recently completed a master's degree at the state university, was employed for the position by Dr. Hayes during the summer and asked to start in a week. She was installed in a small room next door to the principal's office. This room became the guidance facility. It consisted of a desk and chair, a file cabinet, a bookcase, a small table, and three chairs.

Covering the table were all of the student scheduling materials for the coming year. The principal, Dan Williams, explained that scheduling was a priority job for the summer staff (himself, the secretary, and Marilyn). If they could get it done by the end of July, Marilyn would earn a good name in the community because student schedules would be available earlier than ever before. Then Marilyn could spend as much of August as possible preparing the new program and ordering guidance information and tests. In fact, he had prepared for her arrival by arranging a meeting with the representatives of a test publisher on August 3.

She asked, "Only one publisher?"

"Well yes. I'd like to get a feel for how much these things will cost before we go too far," he stated.

Marilyn asked, "Then there is a budget for tests and guidance materials?"

He replied, "Not exactly. I really need to get a handle on program costs and how much is left over from normal expenses. These things, you see, come primarily from local funds, and they're harder to budget every year--what with inflation and no new tax money, and materials wearing out, and so forth. In fact, this place is really strapped."

Marilyn, deciding that at least until she knew the situation better, discretion would be the better part of valor, went along with Mr. Williams and spent the month of July on scheduling. It turned out that August

went by in a whirl of district meetings during which Dan Williams had her spend much of her time acting as substitute principal. Dan apologized for leaving her to "watch the store" so much, but much planning time was lost to Marilyn. Handling phone calls and dealing with various people, from truck drivers delivering supplies to irate parents demanding to have their children's schedules changed for reasons both real and frivolous took at least half of each day. Then staff members wandered in to work on next year's planning. They all wanted to meet and talk to "the new person." The net result was that our career guidance director managed to get as far as putting up a few pictures and plants in her office.

Marilyn spent her evenings carefully studying the district's needs assessment report. She discovered some information that could be used to help plan a relevant career guidance program:

- Of the 40 percent of students who went on to college, fully one-fifth never completed the 4-year program.
- Virtually no one from West Plains attended the Tri-City Community College which served West Plains and two neighboring cities. The community college was an easy 15-mile commute from the West Plains Junior-Senior High School.
- The dropout rate at West Plains had been about 6 percent during the 5 years for which such facts were contained in the needs assessment report. About half of the students dropped out during the end of their sophomore year. Nearly another 3 percent of the sophomores never returned after the summer. Most had jobs in the community and simply continued to work.
- Dan Williams and Mrs. Adams, the home economics teacher, who was in charge of a Careers Club and the Future Homemakers of America Club, provided whatever career information was available to students.
- Three years ago Mrs. Adams had held a career fair during school hours, inviting community members to give presentations on their occupations. The resource people were primarily professionals. There was a notable absence of blue-collar occupations represented, although West Plains is a town where many union members live. The students were bored and the faculty protested about "losing time from academics." The fair was never held again. No evaluation was held. No attempts at revision were made in order to try again. The idea just died.
- The faculty thought that a career guidance program should provide career information. Perhaps the director could spend one day a week in the junior English classes. (This would include every junior student, and give them at least a year to make some "realistic" career decisions.)
- Several faculty members said more career information was sorely needed by students. They proposed that selected teachers attend some summer inservice workshops presented by a member of the university faculty, and that they be paid for time spent attending the workshops. With such training and a set of textbooks on careers, these people would teach careers as a part of their courses. This proposal was dropped, according to a subcommittee report, because to train only 6 teachers and to provide the textbooks would cost over $3,000, which the district could not afford.
- Community and staff members said that in priority order, based on the number of votes on a checklist, students needed--
  1. better employability skills (i.e., punctuality, dress, and respect for employers and teachers);
  2. stricter discipline by parents and the school;
  3. better teaching in English and mathematics;
  4. professional guidance staff to help work on the needs discovered.

5. more recognition for scholastic excellence such as a second honor roll in addition to the honor roll now in effect and more prizes for graduating seniors;

6. better and more vocational education to increase employability skills;

7. a drug and alcohol prevention program that might help to lower the dropout rate;

8. a truant officer whose long-range effect would be to reduce dropouts because the kids would have to be in school and thus would fail fewer subjects;

9. field trips to nonhazardous sites as a part of a "hands-on" course in careers;

10. annual college nights and career fairs to help students get more career information;

11. volunteer work experience in local businesses;

12. more vocational education clubs connected with national student clubs;

13. more familiarity with "the world outside the local community" so that students would be more willing to take jobs elsewhere; and

14. more scholarships to encourage greater college attendance.

- Community members were also divided on how to finance these efforts. Some suggestions were listed in priority order in the needs assessment report.

1. No additional local taxes (almost unanimous).

2. Write a proposal for federal funds.

3. Apply for appropriate foundation funds, if any.

4. Fund-raising activities by students (e.g., candy and bake sales, baby-sitting services with half the pay to go into a special fund, sales of shop and home economics products with profits to go into a special fund for promoting career development of students).

5. A community fair, held in the spring, to raise funds to go to the special fund.

6. A raffle with prizes donated free or at cost by local businesses, with proceeds to go to the special fund.

7. All community services clubs could be asked to chip into a scholarship fund.

8. Business people using volunteer work experience students might pay a fee to the special fund.

9. Business and industry could be asked to make tax-free donations to the special fund.

- With regard to the mechanics of the locally raised funds, the following suggestions were made.

1. The Chamber of Commerce, or the mayor's office could administer the special fund. Only school people (with permission from the superintendent) could apply for funds for "some worthy educational purpose related to our children's future careers."

2. A retired citizen with a good reputation could coordinate these efforts in cooperation with a representative of the board of education.

3. The local newspaper could be asked to recognize all contributions to the special fund.

4. The board of education itself could administer the fund.

- Community and staff members felt that in relation to education the community needed--

1. better trained workers from the school;

2. more business and industry in the community to employ school graduates and raise the tax base;

3. better understanding of the school;

4. adult education courses to prepare women reentering the labor market to gain skills, for others to upgrade or increase skills, and for adult recreation;

5. more cultural events and fewer rock concerts;

6. more state funds to support the school, especially teacher's salaries; and

7. more federal funds without "tying the community's hands" in running the school. (These needs are not in priority order.)

Mulling over all that she had learned, Marilyn decided that she needed answers to some questions:

- As her immediate supervisor, what was Dan William's actual conception of her job?
- What help did faculty, students, community members, and especially parents want of her, and what could she expect of them?
- What would Marilyn's position be relative to students, administration, and faculty?
- How much time would she have to work on ways to meet the needs identified in the needs assessment and with help from whom?

Marilyn broached these subjects one morning before school started. Dan was glad to discuss the subject, and was supportive of her view that those questions needed answers.

Dan admitted that he thought a counselor "should be interested in helping kids with their problems and career plans and getting them into college. But, that only helps fewer than half our students." Beyond that and helping him he hadn't much idea about what Marilyn should be doing in career guidance. Dan suggested, "After the first week of school we should form a committee of you, myself, several department representatives, and Jane Collins, our district curriculum coordinator. Have you met her?"

"Just briefly--one day when I had to go to the district office to sign some forms and have them notarized," Marilyn answered.

Dan went on to say that such a group might become the nucleus of a planning group to consider possible answers to the needs unearthed in the needs assessment study. In the next few weeks, Marilyn devoted as much of her time as she could to formulating some plans. Her worksheets looked like this:

Plans For Instituting West Plain's Career Guidance Program

I. **Preliminary Steps**

A. Get permission to hold regular committee meetings during work time.

1. Ask Dan for a small budget for refreshments.

B. Form a committee (i.e., career guidance program development team).

1. Faculty and administration members

2. Community members--parents, employers, labor, community groups

3. Look for--

a. gatekeepers

b. opinion makers

c. commitment to work

d. group skills

II. **Team Development**

A. Hold first meeting as soon as possible (at least 2 hours are needed).

1. At lunch

2. Purpose of committee

3. Team approach

4. Build trust--exercise

5. Set up meeting schedule to meet needs of as many team members as possible

6. Explain action research model as a guide to program planning and development

7. Duplicate and distribute needs assessment report and discuss key areas

8. Have people prioritize needs expressed in assessment; have people prioritize solutions shown and add others they see

9. Suggest that at next meeting we break up into task forces based on needs as areas of interest

10. Set time and place for next meeting

B. Examples of issues for the team to face are as follows:

1. Identify priority concerns

2. Clarify its role as a career guidance program development team

3. Clarify the role of the career guidance program director

4. Discuss how best to deliver career guidance to as many people as possible

5. Identify how to know when the planned strategy is working (criteria for success)

6. Identify how to communicate with all the publics--

   a. students

   b. faculty and staff

   c. administrators

   d. parents

   e. employers

   f. community groups

III. **Team in Action**

A. Choose one priority on which to work.

   1. Keep their roles in mind.

   2. Keep the action research model in mind.

   3. What other priorities are related to the one chosen?

B. Introduce action planning steps (form).

   1. Explain use.

   2. Define terms, such as--

      a. rationale,

      b. goals and objectives,

      c. general approach,

      d. implementation tasks,

      e. roles and responsibilities,

      f. timetable or time line, and

      g. budget.

C. Organize into subteams.

   1. Assign roles and responsibilities (team gets first shot at this).

   2. Does everyone know his or her job on the team?

D. Keep communication going.

1. Within team

2. With public

3. What means to use

E. Evaluate and revise your plan (use criteria for success).

IV. **Future Plans**

A. How long will the team last?

B. Promote long-term interest.

1. Future budget

2. Recognition by district and administration of junior-senior high school, community

3. Social events

4. Recreational events

The morning after Marilyn had finished her planning, she went into Dan's office to show him what she thought could be done. Dan's brow furrowed and he wanted to know what this "team" business was all about. He questioned, "Why not just call us a committee?"

Marilyn explained all that you know about the team concept stressing openness, trust, action research, and collaborative decision making. "I'd like to set up a situation where it isn't just a case of you and I getting all the information that a committee puts together and we make the decisions. If we want to have a seven o'clock group guidance session twice a week for a certain group of students, I'd like to think that the transportation supervisor was at least in on the decision and that I can defend it to the men and women who will have to get out on the road an hour early all winter," was Marilyn's answer. "Besides that way at least Charlie Wells (the transportation supervisor) will probably think he's helping out a good idea--which it may well be--not just enforcing orders," she added.

"If he doesn't and the team does, Dr. Hayes can still give him the order --now I see what you're driving at," said Dan. "We could have a lot of allies this way."

Dan had a second thought, "Oh - er - by the way we'd better talk to Dr. Hayes and Jane Collins. I'd like to have my superintendent and especially the curriculum coordinator on our side with this 'team' business--that seems especially necessary if we're going to end up messing around with the bus schedule and starting early morning sessions. By the way, that's good: it won't interfere with sports, band and other extracurricular activities. We might even get a coach on this 'team'--little joke! Get it?"

By now Dan was almost sold and he, Marilyn, Dr. Hayes and Jane Collins met one afternoon. After some argument over "loss of decision-making power" by the administration, Marilyn got to try her strategy. "But just this year. Then we'll see where we are by next June," said Hayes as they left the meeting.

The team skeleton was identified with Dr. Hayes as an exofficio member, and Dan to be "the finger man," as Dr. Hayes lightly but warningly (and sounding like the stereotype of a gangster) referred to the process of nominating potential team members. Because Marilyn was new to the district and Dan knew his staff better than Jane did, he was given the job of "finger man." In practice, Marilyn recruited some of her own choices too.

The team chosen consisted of Dan, Jane, Marilyn, three community members (an employer, a union member and a doctor--all parents), as well as representatives of the vocational education, arts, mathematics, English, science, and social studies departments.

The opening meeting went well but took longer than planned because of an argument over the validity of the choice of a problem on the basis of a needs assessment that was almost 2 years old, and the need to convince people that the team was no one's "rubber stamp." All of the members promised to do their job of prioritizing needs and adding others, and doing the same regarding solutions.

There was also an argument about why a prioritized list should be prioritized again. Finally Jane and Dr. Hayes pointed out that the priorities were merely based on rankings on a checklist. Besides, the district had met need number four first by hiring Marilyn. Those two explanations seemed to satisfy everyone and they agreed to do the task.

During the next two meetings it was decided that, given Marilyn's new position and training, they could start plans to meet several needs at once, namely--

Need 1 - Providing better employability skills

Need 9 - Providing a course on careers including field trips, omitting for now the foundry in the nearest town to the school

Need 11 - Using volunteer work experience in local businesses

A possible additional goal would be to start work on need 13--more familiarity with the world outside the local community.

NOTES

Learning Experience 1

Determining Rationale for Teaming

OVERVIEW

COMPETENCY	Describe the advantages and disadvantages of team efforts and state a strong rationale for using a team in the program development process.
READING	Read Competency 1 on page 7.
INDIVIDUAL LEARNING OBJECTIVE	List advantages of using a career guidance program development team.
INDIVIDUAL ACTIVITY	Complete a worksheet that addresses the advantages of teaming based on a case study.
INDIVIDUAL FEEDBACK	Compare your answers with the model answers provided.
GROUP LEARNING OBJECTIVE	Present in oral and written form a rationale for a career guidance program development team.
GROUP ACTIVITY	Compile a list of advantages for teaming and present a rationale for teaming based on a role-playing situation.

INDIVIDUAL ACTIVITY

Complete a worksheet that addresses the advantages of teaming based on the case study.

After you have completed the reading for Competency 1 on page 7 and reviewed the case study on page 20, complete the following worksheet.

Worksheet

Advantages of Teaming

1. Did Marilyn present all of the advantages of using the team?

   If no, what did she omit?

2. What other advantages do you see from your own experience?

3. What glaring error has Marilyn made in her planning to start the team?

INDIVIDUAL FEEDBACK

Compare your answers with the model answers provided.

1. Did Marilyn present all of the advantages of using the team? **No**

   If no, what did she omit?

   - **Team support for her as the career guidance program development manager**. This could have helped convince Williams and Hayes more easily and thoroughly.
   - **Minimum threat to participants**. This was hinted at in her example concerning Charlie Wells, the transportation supervisor.

2. What other advantages do you see from your own experience?

   The answer would vary.

3. What glaring error has Marilyn made in her planning to start the team?

   She never defined her own role, but expected to get cooperation from Dan and the team. Since she is managing change from the top, Marilyn should clearly define her own role.

GROUP ACTIVITY

Compile a list of advantages for teaming and present a rationale for teaming based on a role-playing situation.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point 1. Indicate that participants will be working in small teams to build a rationale for career guidance program development teams.	

Facilitator's Outline	Notes
2. Have the participants read Competency 1 on page 7 or present the information in lecture form.	
B. Rationale Development	
1. Divide the large group into smaller groups of approximately six persons each.	If you have preformed groups, use them. If not ask participants to count off by sixes.
2. Present the situation described in the handout Rationale Development on page 35.	
• Allow 20-30 minutes for the role playing activity.	
• Allow 15 minutes for the memo writing activity using the handout Memo to Top Management on page 33.	
C. Feedback	
1. Have the team leaders share their rationale statements with the entire group.	Either ask groups to read their memos or have them posted where all can read them.
2. Summarize the activity.	

Handout

Group Number_____

Memo to Top Management

To:

From:

Subject: Rationale for a Career Guidance Program Development Team

NOTES

Rationale Development

1. You are starting a career guidance program development team. One of you will be the team leader. The rest of you will help the leader plan the first moves. Let someone volunteer to serve as team leader--an individual who enjoys taking part in role playing.

2. Look at the advantages of teaming listed in the text and on the transparency and choose what you consider to be the five major advantages of using a program development team.

3. Using the advantages you have identified and the information presented through the reading, develop a rationale, as a team, to support the concept of having a career guidance program development team.

4. Have a volunteer from another team enter your group and take on the role of immediate supervisor to the team leader.

5. Through a role-playing situation, the team leader presents the team's rationale for a career guidance program development team and attempts to convince the supervisor to allow the team to be formed. Other team members should observe the role play to identify strengths and weaknesses in arguments presented by each side.

6. After the team leader has convinced the supervisor that the team should be formed, the other team members should discuss their observations of the role play. Based on this discussion, team members should write a memo (using the handout Memo to Top Management convincing the individual who would represent "top management" to form a career guidance prgram development team. Involve the supervisor in the writing of the memo and ask that person to sign it. (When developing the memo think of your own "top manager" or use the character of Dr. Hayes in the case study on page 20.)

NOTES

Learning Experience 2

Selecting Team Members

OVERVIEW

COMPETENCY	Select members of a program development team team who are committed to a comprehensive career guidance program, reflect appropriate backgrounds and strengths, and [illegible] strong potential to work collaboratively.
READING	Read Competency 2 on page 8
INDIVIDUAL LEARNING OBJECTIVE	Critique a hypothetical team selection process to determine the effectiveness of the procedure used.
INDIVIDUAL ACTIVITY	Complete worksheet on team selection based on the [illegible] and the case study.
INDIVIDUAL FEEDBACK	Compare your answers with those provided.
GROUP LEARNING OBJECTIVE	Determine strengths and weaknesses of an individual to decide if they would be appropriate for the team.
GROUP ACTIVITY	Identify members to serve on the career guidance development team within the context of experiences shared by the group.

INDIVIDUAL ACTIVITY

Complete a worksheet on team selection based on the reading and the case study.

After you have completed the reading for Competency 2 on page 8 and reviewed the case study on page 20, complete the following worksheet.

Worksheet

Selecting Team Members

1. Do you think that Marilyn did a good, fair, or poor job of selecting team members? _____

   Why? _____

2. What qualifications, if any, were overlooked in the selection as far as you can determine from the case study?

3. Considering the needs that the team chose to work on, what do you think of the size and makeup of the team?

   Size _____

   Makeup _____

4. What other problems do you see for Marilyn, if any?

INDIVIDUAL FEEDBACK

Compare your answers with those provided.

1. Do you think that Marilyn did a good, fair, or poor job of selecting team members? **Fair job done.** Why? **She took Dan's word, for the most part, on who should serve. Dan had very little idea of what Marilyn should be doing.**

2. What qualifications, if any, were overlooked in the selection as far as you can determine from the case study? **It is difficult to determine whether any qualifications were actually overlooked when Marilyn made her final selection, since all we are told is the occupations of the participants. However, her "Plans for Instituting West Plain's Career Guidance Program" indicate that she would consider all of the appropriate qualifications.**

3. Considering the needs which the team chose to work on, what do you think of the size and makeup of the team? Size. **Size was probably about right considering the needs identified.** Makeup. **A few more community members who could expedite entry into the business community and the world of work would have helped. The three involved might have felt overwhelmed by all the school people.**

4. What other problems do you see for Marilyn, if any? **If she actually followed the preliminary steps which she indicated in her plan for the career guidance program, she should not have future problems in regard to the team selection.**

GROUP ACTIVITY

Identify members to serve on the career guidance development team within the context of experiences shared by the group.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point 1. Indicate to participants that they will simulate the team selection process by identifying the best possible mix of members based on an assessment of previous experiences while working in groups.	

Facilitator's Outline	Notes
2. Present the key points in the reading for Competency 2 on page 8 or have participants read the information.	
B. Identifying Strengths and Weaknesses	
1. Divide the group into three smaller groups.	Assignment to small groups can be accomplished by asking participants to count of by threes.
2. Instruct the groups that they are to think back on the composition of groups in which they have been involved previously and to identify group numbers that both facilitated and impeded group processes.	
3. Have group numbers identify these individuals (using first names only) to the rest of the group. Participants should raise questions such as the following: • Was the indiviudal a gatekeeper? In what way? • What skills did this individual have in group work? • Did the individual have time to serve on the team? Did the individual attend planned sessions. • Was the individual committed to the goals of the group?	
4. Have each group select a recorder to record the major strengths and weaknesses of each individual identified. This process should be continued until 20-25 individuals have been listed. Use the handout Potential Team Member Rating List on page 41 for this task.	Allow 25 minutes for this activity.
C. Assembling the Team	
1. Based on the recorder's list, the group should try to arrive at a consensus as to the five most desirable members for a program development team.	
2. Discuss the participants' consensus and provide feedback to individuals within the group.	Allow 15 minutes for this activity.

Learning Experience 3

Getting Started

OVERVIEW

COMPETENCY	Conduct an initial team-building session that incorporates openness, trust, collaborative goal setting and decision making, constructive confrontation, negotiations, positive reinforcement, modeling, and feedback.
READING	Read Competency as on page 10.
INDIVIDUAL LEARNING OBJECTIVE	Describe how applicable a team-building session is to your situation after you read an outline of it.
INDIVIDUAL ACTIVITY	Complete worksheet based on your review of a series of a team-building exercise.
INDIVIDUAL FEEDBACK	Examine your answers on the worksheet in light of the information provided.
GROUP LEARNING OBJECTIVE	Complete plans for conducting a team-building exercise.
GROUP ACTIVITY	Plan a team-building activity.

INDIVIDUAL ACTIVITY Complete a worksheet based on your review of a team-building exercise.

Briefly review the two team-buiding exercises* which follow. Based on your initial review, select one of the exercises to concentrate on for the remainder of this activity. Read the information for Competency 3, on page 10 and the exercise you have selected to examine in depth. Then complete the worksheet Analyzing a Team-Building Session. Remember in this activity you will be analyzing only the information presented below. You may want to adapt it to meet the needs in your own setting.

69. Supervisory Behavior/Aims of Education: Consensus-seeking Tasks

Goals

I. To explore the relationships between subjective involvement with issues and problem solving

II. To teach effective consensus seeking behaviors in task groups

Group Size

Ten or more participants. (In the example described here, two subgroups of five members each are established.)

Time Required

Approximately 1.5 hours

Materials

I. Copies of the Supervisory Behavior Worksheet for members of the inner-circle subgroup (see step III)

II. Copies of the Aims of Education Worksheet for members of the second inner-circle subgroup (see step VII)

III. Pencils

Physical Setting

Movable chairs arranged in a group-on-group design

*The team-building exercises ending on page of this module have been reproduced from *A Handbook of Structured Experiences for Human Relations Training*, Volume III, experiences 69 and 70, edited by J. William Pfeiffer and John E. Jones. Permission is limited to reproduction of these materials for educational training events. Systematic or large scale reproduction or distribution--or inclusion of items in publications for sale--may be done only with prior written permission.

Process

I. The facilitator divides the group into two subgroups and instructs participants of one group to choose a "partner" from the other group.

II. He arranges the subgroups in concentric circles, facing the center, and explains that the outer-circle group will act as personal process observers; they will give feedback to their "partners" in the inner-circle group following the first group ranking session. He adds that a second ranking session will be held in which the roles of the two groups will be reversed and that new partners will be chosen for that session.

III. Copies of the Supervisory Behavior Worksheet are given to all participants in the inner circle. The facilitator explains that the inner circle is to work as a group in discussing and ranking the statements on their sheets. The group must not choose a formal discussion leader. It may arrive at its decisions by any method. As the group makes a decision, participants are to record the group ranking for each statement on the worksheet. They are to place the number 1 within the parentheses in front of the statement considered to be the most important characteristics of effective supervisory behavior and so on through number 8, the least important characteristic.

IV. The facilitator reminds the personal process observers of their roles in observing their partners.

V. He tells the inner-circle group that it has twenty minutes to complete the ranking and cautions members that they may not complete their task in that amount of time.

VI. At the end of 20 minutes, the facilitator directs personal process observers to give their "partners" feedback privately for ten minutes.

VII. New partners are chosen. The process is repeated, with the outer circle becoming the inner-circle and the inner group acting as personal process observers. During this phase, Aims of Education Worksheets are used by the inner circle.

VIII. When the process is finished, the facilitator may wish to give a brief lecture on task versus process.

IX. The facilitator leads a discussion of the experience.

Supervisory Behavior Worksheet

Instructions:

1. You must work as a group.

2. Do not choose a formal discussion leader.

3. Record the ranking as the group decides upon it.

The effective supervisor--

(____) freely praises excellent work.

(____) communicates reasons for all important decisions to his/her subordinates.

(____) encourages criticism of his or her policies by subordinates.

(____) consults with subordinates before making decisions affecting their work.

(____) has no favorites.

(____) never reprimands a subordinate in front of others.

(____) has frequent social contacts with subordinates while off the job.

(____) delegates authority to subordinates on all matters directly affecting their work.

Aims of Education Worksheet

Instructions:

1. You must work as a group.
2. Do not choose a formal discussion leader.
3. Record the ranking as the group decides upon it.

(____) Society is held together by proper behavior. Education should teach people to be good, honest, upright human beings.

(____) People are happiest when they know they have done a skillful job. Therefore, they should be taught things that will help them do their work better.

(____) Knowledge should be valued for its own sake, because in knowledge there is wisdom. Education should teach those things that have been found to be true for all people for all times.

(____) The family is most important. Education should teach one to be a more able and responsible family member.

(____) In these times, when we must all work together to build our country, education must first teach us to be informed, reliable, and cooperative citizens.

(____) It is natural for people to want a reasonably comfortable way of life and a share in the good things of life. Education should primarily teach people how to attain money and success.

(____) If our nation is to go forward, our people must know and understand their own historical and cultural roots. Education should teach us about our past and how it can help or hinder us today.

(____) Freedom means choice. An uneducated person may believe all or nothing of what he/she hears or reads. Education should teach people how to make intelligent choices in all areas of their lives.

70. Intimacy Program: Developing Personal Relationships

Goals

I. To accelerate the getting-acquainted process in groups

II. To study the experience of self-disclosure

III. To develop authenticity in groups

Group Size

Unlimited

Time Required

Approximately 1.5 hours

Materials

Copies of the Intimacy Program Guidelines for all participants

Physical Setting

A room large enough for dyads to talk privately without disturbing each other

Process

I. The facilitator introduces the program with a brief lecture on self-disclosure and the building of trust. He explains the goals of the program.

II. Group members pair off, preferably with people whom they know least well.

III. The Intimacy Program is described, the ground rules are explained, and the guidelines are distributed.

IV. Pairs meet for approximately 1 hour.

V. Groups of three or four dyads are formed to process the experience.

VI. The total group hears reports from each of the small groups.

Variations

I. Larger groups than dyads can be used.

II. The guidelines can be augmented by questions suggested by participants.

III. Participants can develop their own guidelines. Each person can be instructed to write down an "intimate" question; the questions are then collected, collated, and reproduced.

IV. The program can be carried out between people who already know each other.

V. It may be desirable to modify some of the questions incorporated in the Guidelines depending upon the population with which you are working.

Intimacy Program Guidelines

Instructions: During the time allotted for this experience you are to ask questions from this list. The questions vary in their degree of intimacy, and you may want to begin with less intimate ones. Take turns initiating the questions. Follow the rules below.

1. Your communication with your partner will be held in confidence.
2. You must be willing to answer yourself any question that you ask your partner.
3. You may decline to answer any question initiated by your partner.

How important is religion in your life?

What is the source of your financial income?

What is your favorite hobby or leisure interest?

What do you feel most ashamed of in your past?

What is your grade point average at present?

Have you ever cheated on exams?

Have you deliberately lied about a serious matter to either parent?

What is the most serious lie you have told?

How do you feel about couples living together without being married?

Have you any health problems? What are they?

Have you ever had a mystical experience?

What do you regard as your chief personality fault?

What turns you on the most?

How do you feel about interracial dating or marriage?

Do you consider yourself a political liberal or conservative?

What turns you off the fastest?

What features of your appearance do you consider most attractive to members of the opposite sex?

What do you regard as your least attractive features?

How important is money to you?

Are you or your parents divorced? Have you ever considered divorce?

What person would you most like to take a trip with right now?

How do you feel about swearing?

Have you ever been drunk?

Do you enjoy manipulating or directing people?

Are females equal, inferior, or superior to males?

How often have you needed to see a doctor in the past year?

Have you ever been tempted to kill yourself?

Have you ever been tempted to kill someone else?

Would you participate in a public demonstration?

What emotions do you find most difficult to control?

Is there a particular person you wish would be attracted to you? Who?

What foods do you most dislike?

What are you most reluctant to discuss now?

To what person are you responding the most and how?

What's your IQ?

Is there any feature of your personality that you are proud of? What is it?

What was your worst failure, your biggest disappointment to yourself or family?

What is your favorite TV program(s)?

What is the subject of the most serious quarrels you have had with your parents?

What is the subject of your most frequent daydreams?

How are you feeling about me?

What are your career goals?

With what do you feel the greatest need for help?

What were you most punished or criticized for when you were a child?

How do you feel about crying in the presence of others?

Do you have any misgivings about the group so far?

What is your main complaint about the group?

Do you like your name?

If you could be anything or anyone--besides yourself--what or who would you be?

Whom in your group don't you like?

Worksheet

Analyzing a Team-Building Session

1. Name of activity analyzed _____

_____

2. Which of the following can be considered to be addressed in the activity?

- openness ____
- trust ____
- collaborative goal setting ____
- collaborative decision making ____
- feedback ____
- constructive confrontation ____
- negotiation ____
- positive reinforcement ____
- modeling ____

3. Please restate the goals of the activity in terms of the above features of a team-building session.

4. Materials needed _____

_____

5. Could you carry out such a session collaborating with someone else?____ What else do you need to carry out the session in your home setting?

_____

_____

_____

6. How can you get what you need in your home setting?

_____

_____

_____

7. Does this seem appropriate to the needs of Marilyn's situation in the case study? Please explain.

_____

_____

_____

_____

8. Does this seem appropriate to team building in your situation. If not, how would you go about building trust, openness, collaborative goal setting and decision making, constructive confrontation, negotiation, positive reinforcement, modeling, and feedback.

Answer briefly.

_____

_____

_____

_____

Handout

Group Number

POTENTIAL TEAM MEMBER RATING LIST

NAME												Strength (+) Weakness (–)
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												
16.												
17.												
18.												
19.												
20.												
21.												
22.												
23.												
24.												
25.												
26.												

NOTES

INDIVIDUAL FEEDBACK

Examine your answers on the activity sheet in light of the information provided.

1. Name of activity analyzed. Supervisory Behavior/Aims of Education: Consensus - Seeking Tasks or Intimacy Program: Developing Personal Relationships.

2. Which of the following can be considered to be addressed in the activity?

   The first exercise includes collaborative decision making and feedback. Depending on how the activity progresses, it is likely that openness, trust, constructive confrontation, negotiation, and positive reinforcement are likely to emerge. The focus of the second exercise is primarily centered around openness and trust. Through actual implementation, one may expect to see evidence of constructive confrontation positive reinforcement, and feedback as well.

3. Please restate the goals of the activity in terms of tne above features of a team-building session.

   A possible restatement of goals for exercise one may be: (1) To foster collaborative decision-making skills among team numbers and (2) to teach the importance of feedback to a team's functioning. Examples of goals for the second exercise may include (1) to promote trust among team members and (2) to foster the climate of openness with each other among members of a team.

4. Materials needed

   For the first exercise, materials required include copies of the Supervisory Behavior worksheet, copies of the Aims of Education worksheet, and pencils. Materials required for the second exercise are limited to copies of the Intimacy Program Guidelines.

7. All of these experiences contain some of the features desired in a team-building session; none has all. Marilyn could probably use or adapt any of these.

Only you know the answers to numbers 5, 6, and 8.

GROUP ACTIVITY

Plan a team-building activity.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Present the reading for Competency 3 on page 10, or have the participants review this information individually.	
2. Have participants complete the Individual Activity.	
3. Organize the large group into three smaller groups on the basis of their choice of experiences analyzed in the Individual Activity.	
4. Have each group choose a recorder.	
B. Planning the Activity	
1. Using newsprint as scratch paper, have the group complete the worksheet Analyzing a Team-Building Session on page 51. Sheets of newsprint should be attached to three different walls (one per group) to facilitate the activity.	You will need a pad of newsprint, three marking pens and masking tape. Allow 15 minutes for this activity.
2. Have the groups discuss their completed handouts.	

Learning Experience 4

Making an Action Plan

OVERVIEW

COMPETENCY	Write, in cooperation with team members, a finished action plan that includes the team's rationale, goals, objectives, general approaches, implementation tasks, roles and responsibilities, time line, and budget.
READING	Read Competency 4 on page 11.
INDIVIDUAL LEARNING OBJECTIVE	List the components of the action research model and describe its limitation and value.
INDIVIDUAL ACTIVITY	Complete a worksheet regarding an action research model.
INDIVIDUAL FEEDBACK	Compare your answers on the worksheet to those provided.
GROUP LEARNING OBJECTIVE	Participate in the formulation of a plan.
GROUP ACTIVITY	Choose an activity that you may wish to implement and complete an action plan.

INDIVIDUAL ACTIVITY

Complete a worksheet regarding an action research model.

Review the reading for Competency 4 on page 11. Then complete the following worksheet.

Worksheet

Action Research Model

1. What are the components of an action research activity?

2. What is the main limitation to the use of action research results?

3. Why is action research valuable?

INDIVIDUAL FEEDBACK

Compare your answers on the worksheet to those provided.

1 What are the components of an action research activity?

- Rationale
- Goals and Objectives
- General Approach
- Implementation Tasks
- Roles and Responsibilities
- Timetable
- Budget
- Evaluation

2 What is the main limitation to the use of action research results?

It is situation specific.

3 Why is action research valuable?

It is programmatic and unsophisticated in comparison with "pure" research models. It can be implemented by almost any group of interested people.

GROUP ACTIVITY

Choose an activity that you may wish to implement and complete an action plan.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A Starting Point 1 Indicate to participants that they will be completing an action plan. 2 Present the information in the reading for Competency 4 on page 11, or have the participants read the information.	

Facilitator's Outline	Notes
3. Divide the large group into smaller groups of approximately six persons each.	If you have preformed groups, use them. If not, ak participants to count off by sixes.
4. Have the team appoint or elect a team leader.	
B. Activity Instructions	
1. Have the team choose an activity which they may wish to implement.	Encourage team members to choose an activity that is applicable to their own situation(s).
2. Have the team complete handout Action Planning Form on page 59.	Allow 30 minutes for this activity.
C. Group Feedback	
1. Refer to figure 2 on page 13 for a sample.	
2. Have each team leader report on the group's action plan to the large group.	Allow 15 minutes for group sharing.
3. Ask large group members to suggest additions or deletions to any phase of the action plans.	It would be desirable to have the team leader write the plan on acetate sheets and show them with an overhead projector.

Handout

Group Number ____

Action Planning Form

Action to Be Taken

Rationale | Goals | Objectives | General Approach | Tasks | Responsibilities | Timetable | Budget | Evaluation | Decision

NOTES

Learning Experience 5

Developing Communications

OVERVIEW

COMPETENCY	Develop and use systematically mechanisms for ongoing communications among team members such as meetings, memos, telephone calls, task forces, and newsletters, and for team communication with outside audiences.
READING	Read Competency 5 on page 16.
INDIVIDUAL LEARNING OBJECTIVE	List three effective communication mechanisms and write a brief rationale for each.
INDIVIDUAL ACTIVITY	Complete a worksheet on planning communications.
INDIVIDUAL FEEDBACK	Check your answers with the information provided.
GROUP LEARNING OBJECTIVE	Develop an outline for a long- and short-range communications plan for your career guidance program.
GROUP ACTIVITY	Discuss and develop a long- and short-range communications plan with the other group members.

INDIVIDUAL ACTIVITY Complete a worksheet on planning communications.

Using the following worksheet, list three communication mechanisms for the team or outside audiences within your setting and community. Prior to starting the activity, review the reading for Competency 5 on page 16.

Worksheet

Planning Communications

	Communication Mechanism	Audience	Rationale
1.			
2.			
3.			
4.			
5.			
6.			

INDIVIDUAL FEEDBACK

Check your answers with the information provided.

The following is an example of the types of answers that you could have provided.

Communication Mechanism	Audience	Rationale
1. Telephone tree	Team	Rapid communication
2. Newsletter	Staff	Highlights activities
3. Brochures	Public	Creates awareness

Additional items are listed in the reading for Competency 5.

GROUP ACTIVITY

Discuss and develop a long- and short-range communications plan with other group.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point 1. Indicate to participants that they will develop a communications plan. 2. Present the information in the reading for Competency 5 on page 16 or have them read the information.	

Facilitator's Outline	Notes
B. Activity 1. Have participants call out communication mechanisms and write them on flip chart or chalkboard. Continue until no more suggestions are forthcoming. Jog their memories by asking, "anything for _____" (some specific audience).	You will need a flip chart and marking pen or chalkboard and chalk. Leave the suggestions posted.
C. Activity 1. Have the large group form into teams of approximately six each. 2. From the posted suggestions have the groups develop a communications plan using the handout Developing a Communications Plan on page 65.	
D. Feedback 1. Have the team leaders report on their plans to the whole group. 2. Ask the group for suggestions for additions and deletions. 3. All teams should be able to complete the plan having at least one short- range strategy and one long-range strategy for each audience.	

Handout

Group Number _____

Developing a Communications Plan

Strategy	Long/Short Range	Audience
1 _____	_____	Team
		Agency
2 _____	_____	Community
3 _____	_____	
4 _____	_____	
5 _____	_____	
6 _____	_____	

NOTES

Learning Experience 6

Keeping the Team Going

OVERVIEW

COMPETENCY	Identify, select, and implement strategies to support ongoing team enthusiasm and cohesiveness such as public recognition and social and recreational activities.
READING	Read Competency 6 on page 18.
INDIVIDUAL LEARNING OBJECTIVE	List specific strategies for maintaining team enthusiasm and cohesiveness.
INDIVIDUAL ACTIVITY	Complete a worksheet on strategies for keeping the team going.
INDIVIDUAL FEEDBACK	Compare your answers with the information provided.
GROUP LEARNING OBJECTIVE	Draft at least four strategies for keeping up team enthusiasm and cohesiveness over a 1-year time period.
GROUP ACTIVITY	Develop a yearlong plan for keeping up team enthusiasm and cohesiveness.

INDIVIDUAL ACTIVITY

Complete a worksheet on strategies for keeping the team going.

After you have read Competency 6 on page 18, complete the following work-sheet by listing three means of building team enthusiasm and cohesiveness.

Worksheet

Keeping the Team Going

Team Enthusiasm/Cohesiveness Mechanism	**Who Is Responsible (e.g., leader, subteam)**	**Support Needed (e.g., facilities, resources, materials, equipment)**
1.		
2.		
3.		

INDIVIDUAL FEEDBACK

Compare your answers with the information provided.

The following is an example of the types of answers you could have provided.

Team Enthusiasm/Cohesiveness Mechanism	Who Is Responsible	Support Needed
1. Potluck picnic	Subteam	Facility-picnic area Drinks to be provided Sports equipment
2. Premeeting cake and coffee	Leader	Coffee Cake
3. Progress chart	Leader	Poster board Bulletin board Person to update chart
4. Card tournament	Subteam	Faculty member's home Cards, card tables Refreshments

Additional ideas are listed in the reading for Competency 6.

GROUP ACTIVITY

Develop a yearlong plan for building team enthusiasm and cohesiveness.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point 1. Explain that participants will be developing yearlong plans for building team enthusiasm and cohesiveness.	

Facilitator's Outline	Notes
2. Provide participants with the information in the reading for Competency 6 on page 18 or have them read the material.	
3. Have the group organize into teams.	Use preformed groups if available.
B. Team Activity	
1. Have the team complete the handout Yearlong Plan for Building Team Enthusiasm and Cohesiveness on page 71 for at least four activities.	Allow 30 minutes.
2. Bring the total group back together and have team leaders report the plans to the group.	A flip chart or overhead projector might be used.
C. Feedback	
1. Have the group respond to each plan. Ask for additional strategies or means to strengthen ones planned.	

Handout

Group Number _____

Yearlong Plan for Building Team Enthusiasm and Cohesiveness

	Strategy	Responsibility	Support needed (include budget)	Time line (short/long range and season of year)	Audience involved (e.g. team, agency staff, community)	Objective (e.g. to gain community recognition for team's efforts)
1						
2						
3						
4						
5						
6						

NOTES

PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

1 Name (Optional) _____ 3 Date _____

2 Position Title _____ 4 Module Number _____

Agency Setting (Circle the appropriate number)

6 Elementary School
7 Secondary School
8 Postsecondary School
9 College/University
10 JTPA
11 Veterans
12 Church
13 Corrections
14 Youth Services
15 Business/Industry Management
16 Business/Industry Labor
17 Parent Group
18 Municipal Office
19 Service Organization
20 State Government
21 Other

Workshop Topics

	PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic)	POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic)
1 Listing advantages of using a career guidance program development team	0 1 2 3 4	0 1 2 3 4
2 Presenting a rationale for a career guidance program development team	0 1 2 3 4	0 1 2 3 4
3 Critiquing a hypothetical team selecting process	0 1 2 3 4	0 1 2 3 4
4 Discussing potential team members and determining their appropriateness	0 1 2 3 4	0 1 2 3 4
5 Describing how applicable a specific team-building session is for your situation	0 1 2 3 4	0 1 2 3 4
6 Completing plans for conducting a team building exercise	0 1 2 3 4	0 1 2 3 4
7 Listing the components of the action research model and describing its limitation and value	0 1 2 3 4	0 1 2 3 4
8 Participating in the formulation of an action plan	0 1 2 3 4	0 1 2 3 4
9 Listing three effective communication mechanisms and writing a rationale for all	0 1 2 3 4	0 1 2 3 4
10 Developing an outline for long- and short-range team communications plan for your career guidance program	0 1 2 3 4	0 1 2 3 4
11 Listing specific strategies for maintaining team enthusiasm and cohesiveness	0 1 2 3 4	0 1 2 3 4

12. Drafting strategies for keeping up team enthusiasm and cohesiveness	0 1 2 3 4	0 1 2 3 4

Overall Assessment on Topic of Organize Guidance Program Development Team

Comments:

Trainer's Assessment Questionnaire

Trainer: _____ Date: _____ Module Number: _____

Title of Module: _____

Training Time to Complete Workshop: _____ hrs. _____ min.

Participant Characteristics

Number in Group _____ Number of Males _____ Number of Females _____

Distribution by Position

_____ Elementary School
_____ Secondary School
_____ Postsecondary School
_____ College/University
_____ JTPA
_____ Veterans
_____ Church
_____ Corrections
_____ Youth Services
_____ Business/Industry Management
_____ Business/Industry Labor
_____ Parent Group
_____ Municipal Office
_____ Service Organization
_____ State Government
_____ Other

PART I

WORKSHOP CHARACTERISTICS—Instructions: Please provide any comments on the methods and materials used, both those contained in the module and others that are not listed. Also provide any comments concerning your overall reaction to the materials, learners' participations or any other positive or negative factors that could have affected the achievement of the module's purpose.

1. *Methods:* (Compare to those suggested in Facilitator's Outline)

2. *Materials:* (Compare to those suggested in Facilitator's Outline)

3. *Reaction:* (Participant reaction to content and activities)

PART II

WORKSHOP IMPACT—Instructions: Use Performance Indicators to judge degree of mastery. (Complete responses for all activities. Those that you did not teach would receive 0.)

	Group's Degree of Mastery				
	Not Taught	Little (25% or less)	Some (26%-50%)	Good (51%-75%)	Outstanding (over 75%)
	Note: Circle the number that best reflects your opinion of group mastery.				
Learning Experience 1					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 2					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 3					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 4					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 5					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 6					
Group	0	1	2	3	4
Individual	0	1	2	3	4

Code:

Little: With no concern for time or circumstances within training setting if it appears that less than 25% of the learners achieved what was intended to be achieved.

Some: With no concern for time or circumstances within the training setting if it appears that less than close to half of the learners achieved the learning experience.

Good: With no concern for time or circumstances within the training setting if it appears that 50%-75% have achieved as expected.

Outstanding: If more than 75% of learners mastered the content as expected.

PART III

SUMMARY DATA SHEET—Instructions: In order to gain an overall idea as to mastery impact achieved across the Learning Experiences taught, complete the following tabulation. Transfer the number for the degree of mastery on each Learning Experience (i.e., group and individual) from the Workshop Impact form to the columns below. Add the subtotals to obtain your total module score.

GROUP		INDIVIDUAL	
Learning Experience		Learning Experience	
1 = score (1-4)	_____	1 = score (1-4)	_____
2 = score (1-4)	_____	2 = score (1-4)	_____
3 = score (1-4)	_____	3 = score (1-4)	_____
4 = score (1-4)	_____	4 = score (1-4)	_____
5 = score (1-4)	_____	5 = score (1-4)	_____
6 = score (1-4)	_____	6 = score (1-4)	_____
Total (add up)	_____	Total (add up)	_____

Total of the GROUP learning experience scores and INDIVIDUAL learning experience scores = _____ Actual Total Score _____ Compared to Maximum Total* _____

*Maximum total is the number of learning experiences taught times four (4).

Performance Indicators

As you conduct the workshop component of this training module, the facilitator's outline will suggest individual or group activities which require written or oral responses. The following list of **performance indicators** will assist you in assessing the quality of the participants' work.

Module Title: *Organize Guidance Program Development Team*

Module Number: CG A-2

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 1:	
Present rationale for a career guidance program development team.	1. Participants can identify five major advantages of using a program development team. 2. Participants can verbalize the reasons for forming a career guidance program team.
Group Activity Number 2:	
Discuss potential team members and determine their appropriateness for the team.	1. Do the team members ask the appropriate questions? 2. Can the group identify the composition of a workable program development team?
Group Activity Number 3:	
Complete plans for conducting a team-building exercise.	1. Can participants adequately complete the activity sheet on planning a team-building exercise?
Group Activity Number 4:	
Participate in the formulation of an action plan.	1. Were participants able to complete all portions of the Action Planning Form? 2. Did participants develop at least three strategies in a communications plan?
Group Activity Number 5:	
Develop an outline for long- and short-range communications plan for your career guidance program.	1. Were participants able to generate an extensive list of communication mechanisms? 2. Did participants develop at least three strategies in a communications plan?
Group Activity Number 6:	
Draft strategies for keeping up team enthusiasm and cohesiveness over a 1-year time period.	1. Were participants able to develop at least four strategies for building team enthusiasm and cohesiveness?

REFERENCES

Beckhard, Richard. *Organization Development: Strategies and Models*. Menlo Park, CA: Addison-Wesley, 1969.

Nylen, Donald, Mitchell, Robert, and Scott, Anthony. *Handbook of Staff Development and Human Relations Training: Materials Developed for Use in Africa*. National Training Laboratories Institute for Applied Behavioral Science.

Pfeifer, J. William, and Jones, John E., eds. *A Handbook of Structured Exercises in Human Relations Training*. Vols. I-IV. LaJolla, CA: University Associates, 1974.

ADDITIONAL RESOURCES

Career Development via Counselor Teacher Teams. Royal Oak School District, Royal Oak, Michigan, 1975.

This is a report of the use of teaming to develop career guidance programs. It contains useful suggestions about the use of teams in program development. In addition it provides information about implementation strategies to use when encouraging the adoption of new career guidance programs by staff who were not directly involved in their development.

The Change Agents' Guide to Innovation in Education. Educational Technology Publications, Englewood Cliffs, New Jersey, 1973.

A comprehensive guide which describes the role of the change agent and specific strategies that can be used to facilitate change. Two major sections of the document provide helpful information in selecting and managing program development teams. One chapter also describes the importance of analyzing forces working for and against the adoption of an innovation when planning implementation strategies.

"Developing Career Education Programs: A Team Approach." Alfred J. Mannebach, Jr., and William E. Stilwell. *Vocational Guidance Quarterly*, 26, 4, 308-16, June 1978. Reprint Available UMI EJ181201 CG14503.

A systematic approach for implementing a comprehensive career education program at the individual school level is described. The advantages of using the Career Activities (CAT) System are presented.

"General Electric and the Team Approach to Career Education." Joseph M. Bertotti. *Journal of Career Education*, 4, 3, 51-8, W 78. Reprint Available UMI EJ77--57 CE507310.

The manager of corporate educational relations at the General Electric Company describes their current career education programs, including minority engineering programs, motivational publicity for secondary students, and summer institutes for guidance counselors at various universities.

Humanistic Career Education Training Manual. Robert Ruoff and others. Kentucky State Department of Education, Division of Guidance Services, Frankfort, Kentucky, 1976, 131 p.

Intended to serve as either a training program for local educators or as an idea bank for shorter career education training programs, this manual presents a 5-day intensive training program based on 2 major thrusts. The first thrust is team building through human relations experiences. The second thrust is a sequential curriculum design for career education efforts within the school or system involved. A preface providing an outline of the training activities is followed by a detailed description of each day's activities including the following elements: rationale, objectives, schedule of time lines, inputs, grouping patterns, responsibilities, and materials needed; trainer resource pages; participant information sheets; and evaluation forms. The activities are based on "The Career Education Act of 1976" and the school-community atmosphere where the program is to be carried out. Some of the activities cover the following information: the United States

Office of Education Career Clusters, methods of infusing career education into the curriculum, and communication skills.

Leadership Development (Team Building). Earl J. Moore, John C. Dagley, and Brooke B. Collison. Georgia State Department of Education, Atlanta, Georgia.

This unit outlines a training program to develop team building among professional staff members. It relies on human relations skills, fundamental group techniques, and organizational development techniques within the learning environment to enable staff, as career guidance team members, to demonstrate the following competencies: (1) conduct team building exercises; (2) foster guidance team involvement; (3) encourage team members to function as a group; (4) create an awareness of typical group roles; (5) conduct the Nominal Group Process (NGP); and (6) use the Problem Analysis Sequence Sheet (PASS) as a group decision-making technique. The program's eight activities require approximately 7 hours.

A Team Approach to Building Level Career Education. Alfred Mannebach and William E. Stillwell. 1975. 22p. EDRS Price MF $0.83 HC-$1.67 Plus Postage. ED1127474 CE007738.

This paper provides school building principals, teachers, and counselors with a systematic approach for implementing a comprehensive career education program at the building level by organizing teams of multidiscipline and/or multiprofessional roles, called Career Activities Teams (CATs), composed of two or more persons committed to integrating career education concepts and activities into the educational program. Two main functions of key CAT personnel are identified: (1) to prepare for program installation and (2) to implement the program. Two main functions are expanded in this paper along with a detailed description of the eight interdependent and interrelated functions of the CAT System: (1) develop career activity teams, (2) assess present levels of career education performance, (3) specify career education activities, (4) implement career education activities, (5) monitor career education activity outcomes, (6) maintain performance levels, and (7) maintain career activities reference system. A flow chart and outline of the CAT System and references are appended.

Trainer's Guide to Life Centered Career Education. Donn E. Brolin and others. Council for Exceptional Children, Reston, Virginia, 1978. 270 p. Available from: The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($35). EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS. ED165368 EC112901.

Intended for administrators, the guide provides directions and materials for a series of workshops aimed at creating a team of people including educators, parents, and community workers, who can develop and monitor a career education program for handicapped students in secondary schools. The first of five sections gives an overview of the program components such as the workshop objectives and other preparatory and operational considerations. Chapter 2, on personnel responsibilities, contains information needed by personnel to become effective group facilitators, presenters, leaders, and participants in their specific workshop roles. A third chapter explains how a career education plan can be developed and implemented in secondary schools. Provided in Chapter 4 are specific procedures and measures related to conducting a needs assessment study, evaluating workshop effectiveness, and evaluating student competency attainment. A final chapter, which makes up the bulk of the document, outlines the content of each of twenty sessions with information on goals, objectives, activities, preparation, special considerations, and role of the trainer. Workshop topics include instructional strategies, community resources, the individualized education program, and student assessment. Appended are copies of baseline instruments, transaction instruments, outcome instruments, and an example of a career education plan.

Using Change Agent Skills to Manage Career Guidance Program Development. Juliet V. Miller. National Consortium on Competency-Based Staff Development, American Institutes for Research, P.O. Box 1113, Palo Alto, California 94302, 1978. Cost: $3.20.

After discussing the ideal change agent relationship, the author leads the reader through the process of redefinition of role and presents a helpful section on using teams to support program development. Selection of a representative program development team and strategies for supporting team program development efforts follow. The document contains individualized activities which relate directly to the competencies within the module you are reading.

KEY PROJECT STAFF

The Competency-Based Career Guidance Module Series was developed by a consortium of agencies. The following list represents key staff in each agency that worked on the project over a five-year period.

The National Center for Research in Vocational Education

Harry N. Drier ..... Consortium Director
Robert E. Campbell ..... Project Director
Linda A. Pfister ..... Former Project Director
Robert Bhaerman ..... Research Specialist
Karen Kimmel Boyle ..... Program Associate
Fred Williams ..... Program Associate

American Institutes for Research

G. Brian Jones ..... Project Director
Linda Phillips-Jones ..... Associate Project Director
Jack Hamilton ..... Associate Project Director

University of Missouri-Columbia

Norman C. Gysbers ..... Project Director

American Association for Counseling and Development

Jane Howard Jasper ..... Former Project Director

American Vocational Association

Wayne LeRoy ..... Former Project Director
Roni Posner ..... Former Project Director

U.S. Department of Education, Office of Adult and Vocational Education

David Pritchard ..... Project Officer
Holli Condon ..... Project Officer

A number of national leaders representing a variety of agencies and organizations added their expertise to the project as members of national panels of experts. These leaders were--

Ms. Grace Basinger
Past President
National Parent-Teacher Association

Dr. Frank Bowe
Former Executive Director

Ms. Jane Razeghi
Education Coordinator
American Coalition of Citizens with Disabilities

Mr. Robert L. Craig
Vice President
Government and Public Affairs
American Society for Training and Development

Dr. Walter Davis
Director of Education
AFL-CIO

Dr. Richard DiEugenio
Senior Legislative Associate
(representing Congressman Bill Goodling)
House Education and Labor Committee

Mr. Oscar Gjernes
Administrator (Retired)
U.S. Department of Labor
Division of Employment and Training

Dr. Robert W. Glover
Director and Chairperson
Federal Committee on Apprenticeship
The University of Texas at Austin

Dr. Jo Hayslip
Director of Planning and Development in Vocational Rehabilitation
New Hampshire State Department of Education

Mrs. Madeleine Hemmings
National Alliance for Business

Dr. Edwin Herr
Counselor Educator
Pennsylvania State University

Dr. Elaine House
Professor Emeritus
Rutgers University

Dr. David Lacey
Vice President
Personnel Planning and Business Integration
CIGNA Corporation

Dr. Howard A. Matthews
Assistant Staff Director
Education (representing Senator Orin G. Hatch)
Committee on Labor and Human Resources

Dr. Lee McMurrin
Superintendent
Milwaukee Public Schools

Ms. Nanine Meiklejohn
Assistant Director of Legislation
American Federation of State, County, and Municipal Employees

Dr. Joseph D. Mills
State Director of Vocational Education
Florida Department of Education

Dr. Jack Myers
Director of Health Policy Study and Private Sector Initiative Study
American Enterprise Institute

Mr. Reid Rundell
Director of Personnel Development
General Motors Corporation

Mrs. Dorothy Shields
Education
American Federation of Labor/Congress of Industrial Organizations

Dr. Barbara Thompson
Former State Superintendent
Wisconsin Department of Public Instruction

Ms. Joan Wills
Director
Employment and Training Division
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Competency-Based Career Guidance Modules

CATEGORY A: GUIDANCE PROGRAM PLANNING

- A-1 Identify and Plan for Guidance Program Change
- A-2 Organize Guidance Program Development Team
- A-3 Collaborate with the Community
- A-4 Establish a Career Development Theory
- A-5 Build a Guidance Program Planning Model
- A-6 Determine Client and Environmental Needs

CATEGORY B: SUPPORTING

- B-1 Influence Legislation
- B-2 Write Proposals
- B-3 Improve Public Relations and Community Involvement
- B-4 Conduct Staff Development Activities
- B-5 Use and Comply with Administrative Mechanisms

CATEGORY C: IMPLEMENTING

- C-1 Counsel Individuals and Groups
- C-2 Tutor Clients
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- C-4 Infuse Curriculum-Based Guidance
- C-5 Coordinate Career Resource Centers
- C-6 Promote Home-Based Guidance
- C-7 Develop a Work Experience Program
- C-8 Provide for Employability Skill Development
- C-9 Provide for the Basic Skills
- C-10 Conduct Placement and Referral Activities
- C-11 Facilitate Follow-through and Follow-up
- C-12 Create and Use an Individual Career Development Plan
- C-13 Provide Career Guidance to Girls and Women
- C-14 Enhance Understanding of Individuals with Disabilities
- C-15 Help Ethnic Minorities with Career Guidance
- C-16 Meet Initial Guidance Needs of Older Adults
- C-17 Promote Equity and Client Advocacy
- C-18 Assist Clients with Equity Rights and Responsibilities
- C-19 Develop Ethical and Legal Standards

CATEGORY D: OPERATING

- D-1 Ensure Program Operations
- D-2 Aid Professional Growth

CATEGORY E: EVALUATING

- E-1 Evaluate Guidance Activities
- E-2 Communicate and Use Evaluation-Based Decisions

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Old Mansfield Road, Wooster, Ohio 44691-9050. 1-800-321-9881 or in Ohio call (216) 264-6666

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ISBN 0-934425-01-9

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